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NAVAL POSTGRADUATE SCHOOL

MONTEREY, CALIFORNIA

THESIS

MILLENNIAL GENERATION OPINIONS OF THE MILITARY: A CASE STUDY

by

Jeremy N. Hyler

March 2013

Thesis Co-Advisors: Mark J. Eitelberg
Benjamin J. Roberts

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This study examines the attitudes, values, and beliefs of the Millennial generation as they relate to military service. Specifically, the study looks at factors that influence Millennials' perceptions of the military, including attitudes toward the repeal of the policy known as "Don't Ask, Don't Tell." Information was collected via a survey and follow-up focus group discussions, administered during February 2011 at four community colleges in the Monterey Bay area. A total of 481students participated. Data analysis focused on identifying attitudinal changes over the past 10 years, particularly across gender. Study results reveal the following: youth have little knowledge about the military and the educational opportunities available; higher education is the military's top competitor; female Millennials are more likely to attend college after high school; Millennials value extrinsic benefits, as well as intrinsic benefits such as flexibility in the workplace; and the majority of youth support equal rights, believing that gays should not be restricted from military service. Recommendations are offered to improve recruiting, particularly in better aligning individual goals with the military's unique value to achieve these goals.

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MILLENNIAL GENERATION OPINIONS OF THE MILITARY: A CASE STUDY

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Submitted in partial fulfillment of the
requirements for the degree of

MASTER OF SCIENCE IN MANAGEMENT

from the

NAVAL POSTGRADUATE SCHOOL
March 2013

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ABSTRACT

This study examines the attitudes, values, and beliefs of the Millennial generation as they relate to military service. Specifically, the study looks at factors that influence Millennials' perceptions of the military, including attitudes toward the repeal of the policy known as "Don't Ask, Don't Tell." Information was collected via a survey and follow-up focus group discussions, administered during February 2011 at four community colleges in the Monterey Bay area. A total of 481students participated. Data analysis focused on identifying attitudinal changes over the past 10 years, particularly across gender. Study results reveal the following: youth have little knowledge about the military and the educational opportunities available; higher education is the military's top competitor; female Millennials are more likely to attend college after high school; Millennials value extrinsic benefits, as well as intrinsic benefits such as flexibility in the workplace; and the majority of youth support equal rights, believing that gays should not be restricted from military service. Recommendations are offered to improve recruiting, particularly in better aligning individual goals with the military's unique value to achieve these goals.

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I. INTRODUCTION

A. BACKGROUND

Maintaining the highest level of national defense is obviously a top priority for the United States military. To maintain national security, the military relies on the voluntary services of men and women throughout the country. The All-Volunteer Force (AVF) was established in 1973 to remove the inequities of a military draft and to provide young adults with an opportunity to serve the nation. At the same time, the AVF offers volunteers a means of accomplishing personal growth, achieving their educational goals, developing technical and leadership skills, and fulfilling their personal career aspirations.

The active-duty military population is younger than its counterpart in the civilian workforce. Military personnel between the ages of 17 through 24 make up approximately half of the active-duty force, compared with only 15 percent of the civilian workforce in that age range (Rostker, 2006). Currently, this group of military-age youth is known as "Generation Y," or the "Millennials." Technically, according to demographic authorities, this generation includes persons born in 1982 through 2000 (Strauss & Howe, 1991).

The Millennial generation is set apart from its two predecessors, the "Baby Boomers" and "Generation X," in its core characteristics, attitudes, values, and beliefs. It is said that Millennials have different career expectations, different views of authority, and a different definition of public service, which does not typically include the military (Strauss & Howe, 2000). Growing up in a strong economy, instead, they tend to seek college as a stepping-stone to success. Appealing to this generation and attracting talented, motivated Millennials to the military, as well as increasing their positive views of the armed forces, is a difficult challenge confronting the military's recruiting and advertising complex.

In 2008, the percentage of youth with a positive propensity to serve in the United States military dropped from 25 percent to 13 percent. This was the lowest level in more than 25 years. Due to shifting views toward the military by many Americans, young adults who had a positive propensity to serve in the U.S. Navy and U.S. Marines Corps

fell from 13 percent in the early 1990s to only 7 percent for the U.S. Navy and 8 percent for the U.S. Marine Corps by 2008. The wars in Iraq and Afghanistan (and media coverage) were identified as key factors affecting the drop in positive propensity to serve (Tilghman, 2008).

The battered state of the economy and rise in unemployment in 2009, especially for Millennials, propelled military recruiting, resulting in all branches meeting or exceeding yearly active recruiting goals (Department of Defense, 2009). Young adults looked more toward the military for healthcare benefits, training, income, job stability, and signing bonuses. Recruiting success carried over into the following year, with all military branches meeting their active-duty recruiting goals in Fiscal Year (FY) 2010 (Department of Defense, 2010b).

In FY 2011, Millennials were seeking out the military for a variety of reasons, both intrinsic and extrinsic. Whether for a signing bonus, high-quality training and education, or taking part in worldwide issues such as humanitarian efforts, anti-piracy, and anti-terrorism, military service appeals to many Millennials. At the same time, the U.S. Navy's newest slogan, "America's Navy: A Global Force for Good," addresses the Millennial generation's strong interest in contributing to a greater purpose. Despite all of these efforts, a clear challenge remains in maintaining the Navy's appeal to this target market.

On December 22, 2010, President Barack Obama signed legislation that would repeal the 17-year-old policy known as "Don't Ask, Don't Tell" (DADT), allowing homosexuals to serve openly in the military. The subsequent removal of restrictions on the service of homosexuals in September 2011 brought new challenges and opportunities for recruiting Millennials. What are the opinions and feelings of Millennials themselves on the topic? Will this change in policy affect their propensity to serve in the near term or beyond?

B. PURPOSE AND BENEFIT OF THE STUDY

The primary purpose of this research is to examine the attitudes of the Millennial generation, specifically the attitudes of community college students, as they relate to military service. In 2001, Andrew Wilcox studied the attitudes, values, and beliefs of Millennials regarding the military for his thesis project at the Naval Postgraduate School. The study was groundbreaking in many ways, and it helped to inspire new thinking on how the military might better appeal to this youth market. Have the attitudes, values, and beliefs of the Millennial Generation (or "Gen Y") students changed since Wilcox conducted his research? If the attitudes of Millennials have changed, what trends can be identified? Can our knowledge of these generational views assist Navy recruiting?

Additionally, the present study examines the Millennial Generation's attitudes and beliefs regarding the repeal of Title 10 U.S.C 654 ("Don't Ask, Don't Tell" or DADT) (Department of Defense, 2010a). What do Millennials think of the repeal? Does the repeal of this policy affect the recruiting of Millennials? If so, in what manner would the repeal influence recruiting? Furthermore, are there any notable differences in the attitudes, values, and beliefs of Millennial students by gender?

The present study seeks to assist military recruiting efforts for both enlisted and officer programs by providing an updated evaluation of concepts explored by Wilcox (2001) over a decade ago. It is hoped that this information will assist the Navy and Marine Corps in more effectively tailoring their recruiting programs and strategies to the changing needs, expectations, and desires of this generation.

C. SCOPE AND METHODOLOGY

This study seeks to replicate previous research on Millennials' attitudes toward the U.S. military (and the relatively recent repeal of DADT), the characteristics of the current recruiting target market, the relationship between strategies of the Navy and the Marine Corps, and the attitudes, values, and beliefs of the Millennial Generation. It should be noted that the present research is limited to a case study, focusing on young adults in the Monterey Bay area. At the same time, recruiting strategies of military

branches other than the U.S. Navy and U.S. Marine Corps are considered outside the scope of this study and are not addressed.

The methodology used for this study is primarily qualitative, utilizing a literature review, classroom questionnaires, and classroom focus-group discussions. Qualitative methods can often provide a greater degree of depth and texture of the collected information, as opposed to strictly quantitative methods. As Wilcox (2001) observes, "a [guiding] principle of qualitative analysis is to provide enlightenment, to lift the level of understanding to a new plateau" (p. 4).

Qualitative Approach: A qualitative approach was utilized for this study to replicate methods used by Wilcox (2001). Wilcox utilized a qualitative approach to "support and expand upon the many quantitative studies that already existed" (Wilcox, 2001, p. 4).

Literature Review: The literature review for the present study draws from books, theses, articles, presentations, and reports relevant to the subject of the research. The information was primarily used to review background regarding the Millennial generation, Wilcox's project, and related studies over the past decade.

Data Collection: Data were collected via questionnaires and eight focus-group discussions, including 481 students at four community colleges in the Monterey Bay area. Methods used were very similar to those employed by Wilcox (2001).

D. ORGANIZATION OF STUDY (REVIEW OF CHAPTERS)

Chapter II, "Literature Review," discusses previous studies on the Millennial generation that help to establish the framework and background for the present study. This chapter also includes a brief background discussion of the DADT policy.

Chapter III, "Methodology," details the methodology utilized for this study. This chapter focuses primarily on the researcher's process, questionnaires administered, general focus-group methodology, and organization of focus-group discussions.

Chapter IV, “Results,” presents the results of the questionnaires and focus-group discussions. Also included is a comparison of these data with results of the study by Wilcox (2001).

The final chapter summarizes the study, presents conclusions, discusses the limitations of the study, and offers recommendations.

Appendices appear at the end: (A) The questionnaire response frequencies and open-ended responses; (B) a summary of focus-group comments (transcribed from digital audio recordings); and (C) the questionnaire used for the study.

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II. LITERATURE REVIEW

This chapter provides an overview of literature related to the present study. Included are works by generational historians, studies conducted for all four military service branches regarding Millennials, and various sources of information on DADT. The review helps to establish a framework for the present study.

A. PREVIOUS STUDIES ON MILLENNIALS

1. Strauss and Howe

Since 1991, generational historians William Strauss and Neil Howe have written eight books that are particularly noteworthy in describing and comparing generations in U.S. history. Their research looks into the life experiences of different generations and the factors involved in generations developing different world views. Strauss & Howe also identify reoccurring generational trends and the influences of each generation on those that follow, which is basically the foundation of their generational theory (Strauss & Howe, 1991).

Their first book, *Generations*, outlines the generational theory, depicting American history (1584–1991) as a succession of generational memoirs. The term, "Millennial," is first introduced in this book (Strauss & Howe, 1991).

In a later book, *Millennials Rising: The Next Great Generation*, the authors build on concepts from their previous works and provide the first in-depth assessment of the Millennial generation (born between 1982 and 2000) (Strauss & Howe, 2000). The authors explore some of the cultural forces that have shaped and, increasingly, are being shaped by the Millennials. Side-bar quotes, cartoons, graphs, and figures explain such issues as: why Millennials are far more protected, pressured, and celebrated than the "Baby Boomer" generation or "Generation X;" why Millennial children are held to higher standards than adults apply to themselves; and why the labels "Generation Y" and "Echo Boom" do not apply to this generation, due to their uniqueness. According to Strauss and Howe (2000), Millennials are more numerous, culturally diverse, better-educated, tech-savvy, and more prosperous than were prior generations. Seven core

characteristic traits categorize the Millennial persona: (1) Special, (2) Sheltered, (3) Confident, (4) Team-oriented, (5) Achieving, (6) Pressured, and (7) Conventional (Strauss & Howe, 2000). Accordingly, these traits are sharply different from those of their predecessors, "Generation X," and present a need to revamp marketing strategies to address this different set of attributes.

Strauss and Howe have written four more books that pertain to the Millennials, including:

- *Millennials Go to College: Strategies for a New Generation on Campus* (2003)
- *Millennials and the Pop Culture: Strategies for a New Generation of Consumers* (2006)
- *Millennials Go to College: 2nd Edition* (2007)
- *Millennials Go to College Surveys and Analysis: From Boomer to Gen-X Parents, 2006 College Student and Parent Surveys*, (2007)

2. Wilcox

In 2001, as previously discussed, Andrew Wilcox conducted a study, entitled "Recruiting the Next Generation – A Study of Attitudes, Values, and Beliefs." For Wilcox, the "next generation" was limited to teenagers in high schools. The following discussion examines Wilcox (2001) in depth, since it serves as the foundation for the present study.

The primary motivation behind the 2001 study was the military's so-called "war for personnel" and the many challenges faced by military recruiting at the time. As Wilcox (2001, p. 1) stated, "Over the past several years, all services with the exception of the Marine Corps have missed their recruiting goals." All of the armed services had just previously missed their recruiting goals by a substantial amount. Recruiting goals were subsequently achieved in FY2000, with each service increasing the number of its recruiters as well as offering increased bonuses and college-financing programs.

Although it was estimated that the prime recruiting pool (18–24 year olds) would increase to approximately 1.65 million nationally by 2010, Wilcox (2001) wondered what was making recruiting so difficult. Despite the projected spike in the recruitable population, there appeared to be a "disconnect" between the youth market and recruiting efforts.

Wilcox (2001) reviewed generational theory, the characteristics and views of the "Millennial" generation, factors that influence their attitudes toward military service, and United States Navy and United States Marine Corps recruiting strategies. Wilcox sought to identify any unique qualities of the Millennial Generation and how that information could assist with military recruiting.

METHODOLOGY.

The methodology for Wilcox's qualitative study consisted of an in-depth review of related literature and data collection via personal interviews, focus-group discussions, and surveys. The information Wilcox gathered in the literature review was primarily used to develop an understanding of the environment, culture, and general characteristics of the Millennial Generation. Questions for Wilcox's focus-group discussions were developed based on his study of previous literature. The sample group consisted of 677 high school teens at nine high schools in six states. (Wilcox's focus-group discussions and survey methodology are discussed in more detail in Chapter III.)

Overview of the Millennial Generation. Wilcox (2001) first examined how generations were defined, utilizing the theories of generational historians, including Strauss and Howe, who have been influential in defining American generations. Generations are special "cohort groups whose length approximately matches that of a basic phase in life and whose boundaries are fixed by peer personality" (Strauss & Howe, 1991, p. 60). The life phases (and the applicable generation) were further defined by Wilcox (2001) as follows:

Youth (birth – 21 years of age) – Millennials

Rising Adulthood (22 – 43 years of age) – Generation X

Midlife (44 – 65 years of age) – Baby Boomers

Elderhood (66 – 87 years of age) – Silent Generation

Wilcox (2001) also found that a generational name is greatly important, as it represents the collective identity of those in that generation and also differentiates the generation from previous generations. The "Millennial Generation," as discussed by Strauss and Howe (2000), is also known by a number of different names, including the popular terms "Generation Y," "the Net Generation," "Generation Why," "Generation Next," "Generation 2000," "Echo Boom," and "Boomer Babies." The term "Millennial Generation," or simply "Millennials," "best characterizes the true nature of this generation of youth" (Wilcox, 2001, p. 22).

The Millennial Generation is described as being very different from previous generations. The Millennials are estimated to be a population of 70–80 billion, historically making them the largest generation. "Swelled by [then] recent fertility rates, large families and increased immigration, the millennial generation [was] forecast to be a giant at 76 million," according to Strauss and Howe (2000, p. 14). Although forecasted to be the largest generation, the Millennials "are spread out over more families," allowing for more parental attention and higher living standards, which, in turn, influence attitudinal changes and affect beliefs and values of the Millennials (Strauss & Howe, 2000, p. 81). Millennials are also the most ethnically and racially diverse generation in U.S. history.

Millennials are found to be less polarized about their sexual identities and are "gender-neutral" in the sense of not being "male-dominant," as were previous generations (Strauss & Howe, 2000, p. 228). Parental duties are also more equally divided and family patterns, such as cohabitation and single-parenting, are more complex than among previous generations. Wilcox (2001) concluded that the Millennial generation was influenced considerably by the previous generations of Baby Boomers and Generation X.

Baby Boomers (The "Me" Generation). The birth ranges of generations tend to vary slightly, depending on the source of information. "Baby Boomers," offspring from millions of returning military service-members during the post-World War II

reconstruction, are generally defined as being born between 1946 and 1964. As Millennials are the offspring of Baby Boomers, understanding the values and beliefs of the "Boomer" generation provides insight to the values and beliefs of their children. Individuals from the Boomer generation currently occupy political power positions and are often characterized as "self-absorbed, rebellious, distrustful of institutions, subscribing to immediate gratification and consumption-oriented" (Wilcox, 2001, p. 27).

Generation X (Gen X or The 13th Generation). The older siblings or teachers of Millennials may be members of Generation X. According to Wilcox (2001), Generation X (born between 1960 and 1982) had the lowest birth rate and is often described negatively as being a lackluster, skeptical, apathetic, and a "detached generation" of "latchkey kids," having to fend for themselves due to the absence of two working parents. Birnbaum, Ezring, Howell, Schulz and Sutton (2000, p. 8) go on to say: "The most important values for Generation X (or 'Xers') are their sense of belonging, autonomy and entrepreneurship, flexibility, short-term rewards, augmenting personal skills, job security, feedback and teamwork." Xers may be considered, historically, the most "disadvantaged generation," as they faced a number of negative trends, such as being the first generation to experience divorce as "normal" rather than an exception, and growing up fearing massive corporate downsizing and company layoffs. Dealing with these factors may have led Generation X to experience a number of trends, such as decreasing SAT scores, increased teen pregnancies, drug use, alcohol abuse, and youth violence. The social calamities of Gen X, as observed by their Baby Boomer parents, may have triggered a need for a different parental approach for the new generation. Also noted was the fact that, as Millennials age, the number of Generation X parents (of Millennials) will increase (Wilcox, 2001).

RESULTS.

Core Characteristics of Millennials. After Wilcox (2001) completed his review of literature and data collection, he discovered a range of core characteristics for Millennials by combining the responses from his focus-groups with theories of Strauss and Howe and a study by business strategist Don Tapscott (1998). The list of 10 core characteristics include: (1) Special, (2) Independent and Vocal, (3) Sheltered, (4) Optimistic/Confident,

(5) Pressured/Impatient, (6) Team-oriented, (7) Skeptical, (8) Conventional/Traditional, (9) Tolerant/Open-minded, and (10) Materialistic (Wilcox, 2001).

Millennial Culture Model. Wilcox (2001) developed a cultural model that suggests five forces shaping the Millennial generation: Media, Parents, Education, New Economy, and Technology. The inter-connected relationship of these five forces is shown in Figure 1.

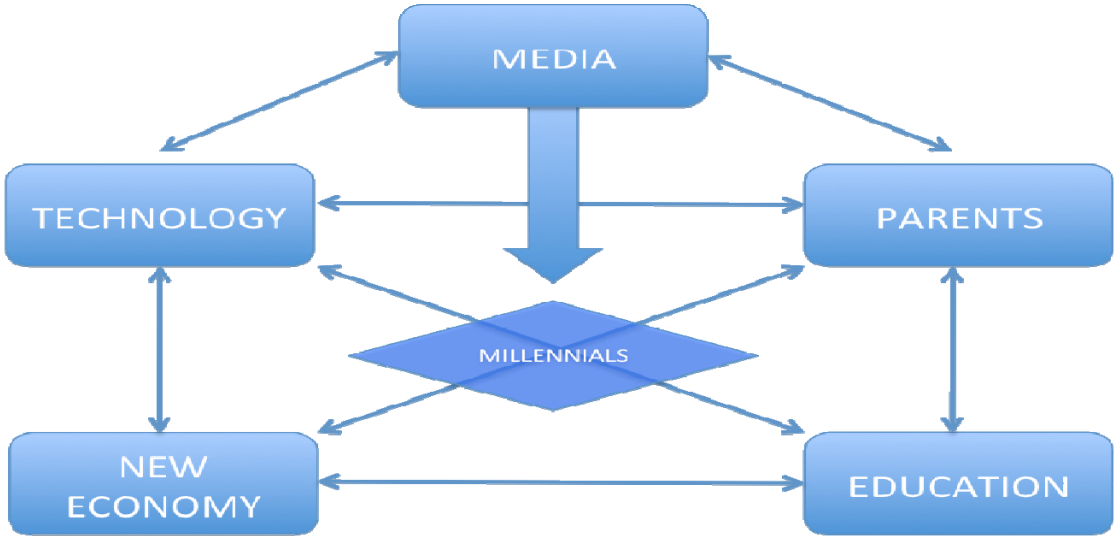

Figure 1. Millennial Culture Model (From Wilcox, 2001, p. 49)

Each force in Figure 1 is connected, exerting and receiving influence from one another, in a multi-directional fashion, shaping the attitudes and perceptions of the Millennial generation. By gaining an understanding of the effects of these factors through focus-group responses and information gathered in the literature review, the "external factors" that affect military recruiting efforts are also better understood (Wilcox, 2001).

Youth Attitudes Toward the Military. Wilcox's results indicated that college was the top competitor for military recruiting in 2001. In fact, approximately 90 percent of teens anticipated attending college at some point after high school. Millennials, while possessing a strong respect for the armed forces, do not find the military to be an attractive career option due to a number of reasons. In 2001, these reasons included: the lack of available information; their perception of personal control lost to the authority of

the military; their fear of risks; military life is "too hard;" long contractual service obligations; separation from family; and a belief that the military has become "irrelevant" (Wilcox, 2001, p. 142). During focus-groups, some positive aspects of the military were recognized as: military benefits; self-improvement; and prestige from military service. Wilcox observed that students personally interested in enlisting in the military had self-serving reasons as opposed to tradition, patriotism, or duty to country. Although friends and family strongly influence Millennials' perceptions of the military, media images of the military are probably a more influential factor in their perceptions. Unfortunately, these images can convey negative information, especially during a conflict, and a lack of balancing information on the military can support the idea that military service is both demanding and dangerous.

Recruiting Strategy Analysis. After reviewing the responses of focus-groups and supporting information from the literature review regarding military recruitment, Wilcox (2001) examined the service identities of each military branch (particularly the Navy and Marine Corps) and the impact of each service's "costs" on its respective recruiting efforts. While the strong economy of 2000 contributed to military recruiting difficulties, the attitudes, values, and beliefs of the Millennial generation at the time did not help recruiting. Each service branch established its own unique market "niche" to attract the recruitable population (Millennials) and to separate itself from the competing branches and the civilian sector. The Navy and Air Force recruiting efforts suffered the biggest loss, as they tended to market with rational, tangible benefits rather than appeal to the Millennial generation's value of intrinsic, intangible rewards. Utilizing Shepard's military marketplace model, Wilcox (2001) analyzed the costs and benefits of each service branch on a scale: Emotional/Intangible with More Cost to Rational/Tangible with Less Cost. This conceptual model is presented in Figure 2.

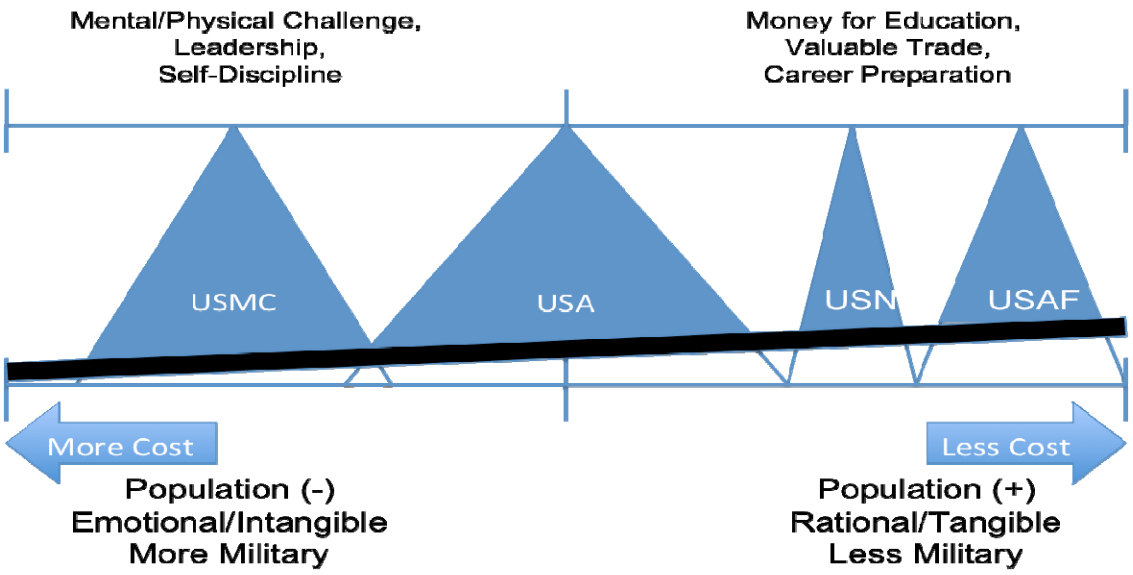

Figure 2. Military Marketplace Model (From Wilcox, 2001, p. 146)

According to the military marketplace model in Figure 2, the Marine Corps recruiting strategy tends to fall on the left side of the scale, Emotional/Intangible. The strategy is comprised of three pillars: a dynamic *systematic approach* that identifies the needs of the recruitable population and matches the needs to USMC benefits; an *aligned marketing strategy* that creates a Marine "brand," seeking self-improvers by asking "Are you good enough?"; and *Marine recruiters* that set an example for recruit prospects to emulate. According to Wilcox (2001, p. 150), this strategy appealed to the Millennial target market.

The Navy recruiting strategy, on the other hand, tends to fall on the right side of the scale, Rational/Tangible. Although it possessed a great deal of strength in its recruiting process, Navy recruiting lacked a "clearly-defined, unifying, underlying strategy" that bound the effort of all of its elements (Wilcox, 2001, p. 154). The Navy also failed to establish a "brand identity" to attract Millennial recruit prospects. In 2001, the Navy revised its advertising theme to "Accelerate Your Life," appealing to the Millennial values of self-improvement (and ambition). Along with the new approach that created a product of "adventure, challenge, travel and upward achievement," the Navy moved more toward a new "softer sell" technique. This was intended to establish a

stronger connection with Millennial recruits and to move away from the quicker, "less-involved" selling techniques of the past. Wilcox observed that the Navy's recruiting strategy was misaligned and still needed to set a clearly-defined direction for the recruiting command to be successful in marketing to the Millennials (Wilcox, 2001).

3. Drago

At the end of FY2005, the U.S. Army fell short of its recruiting goal by approximately 7,000, its largest deficit for enlisted recruiting since 1979. In 2006, U.S. Army War College student, James P. Drago, conducted a study entitled, "Generational Theory – Implications for Recruiting the Millennials" to address the issue (Drago, 2006). Like Wilcox in 2001, Drago (2006) utilized Strauss and Howe's generational theory to review the characteristics, values, beliefs, and attitudes over a range of generations, including the Baby Boomers, Generation X, and the Millennial Generation. The study specifically investigated current recruiting trends, challenges, and strategies of the United States Army, the attitudes of the Millennials regarding military service, and the influence of older generations on the Millennial Generation decisions to serve (Drago, 2006).

A number of recruiting challenges were examined: better jobs created by a stronger economy; rising causality rates in military operations in the Middle East; parental protection guarding children from joining and participating in the war on terror; the declining number of veterans in the population that recommend service to youth; the increasing so-called "civil-military gap," as less of society is able to relate to the military; higher college attendance rates, reducing the high-quality, high-aptitude recruiting pool; and, especially important, the attitudes, values, and beliefs of youth regarding the military (Drago, 2006, p. 4).

Drago (2006) referenced Wilcox's five forces of influence model in his review of the Millennials and looked at their attitudes and propensity to serve in the military. His findings include the following (Drago, 2006):

- Attending college is extremely important to Millennials, because they understand the connection between higher education, higher salaries, and more opportunities. Given the hierarchical advancement structure and low

entry-level salary, military recruiting faced the difficult challenge of attracting college-bound Millennials (Drago, 2006, p. 15). The Millennials' propensity to serve in the military is far less than that of previous generations, and many do not include military service in any of their future plans.

- For Millennials who wanted to serve, the motivation and reasons for serving were self-centered and not grounded in patriotism. This finding was congruent with Wilcox's (2001) findings. Improvements in technology and information are strong influencers for Millennials who want to serve.
- The Baby Boomer and Generation X parents are strong, influential factors for their Millennial children, particularly regarding military service. Most Millennials (and their parents) do not have much knowledge about the military. This, consequently increases the civil-military gap. Baby Boomer parents' anti-war activism can affect a negative attitude for their "Millennial" children toward the military. On the other hand, the "break-out" adventure-seeking attitudes of Gen X parents can positively affect Millennial attitudes to serve.

According to Drago (2006), both tangible and intangible benefits and flexible occupational choices that offer multiple pathways to success and promotion need to be emphasized, when it comes to recruiting, to appeal to the values of the Millennials.

4. Lerch

In 2007, Cynthia Lerch conducted a study, entitled "Recruiting Campaigns: How Advertising and Training Target the Millennial Generation." Lerch (2007) examined the validity of the United States Army Recruiting Command's (USAREC's) advertising and recruiting campaign in targeting the Millennial Generation. The research focused specifically on active duty enlisted recruiting (FY1999 – FY 2005). To gain a better

understanding of the Millennials, a thorough literature review of previous generations was undertaken to identify any differences or commonalities in both military/non-military services.

Drawing on previous studies by Strauss and Howe (2000), Lerch (2007) looked at three of the Millennial core characteristic traits: Confident, Team-Oriented, and Achieving- as they seemed most important (and measurable) for the research topic. These traits were compared against selected recruiting advertisements, the *Recruiting Millennials Handbook*, and the G2 Training Brief to evaluate if the sources portrayed the specific trait or traits.

According to Lerch (2007), USAREC was using its knowledge of the youth market and properly addressing the three observed Millennial core traits in its advertising campaign. Based on results regarding the *Recruiting Millennials Handbook* and G2 Training Brief, USAREC also appeared to be effectively training U.S. Army recruiters to recruit Millennials (Lerch, 2007).

5. Halfacre

Kevin Halfacre took a quantitative approach in 2007 to study "Enlistment Decisions of the Millennial Generation: An Analysis of Micro-Level Data." Halfacre (2007) analyzed the 1997 National Longitudinal Survey of Youth to compare the enlistment decisions of previous generations and also to update data that affect post-high school Millennials. The data set included demographic information on 8,984 respondents born between 1980–1984 (ages 12–16), but specifically examined four predictor variables of enlistment: high school type; participation in high academic, vocational, and JROTC programs; legal issues; and educational classification.

Halfacre (2007) utilized a bivariate PROBIT and a multinomial LOGIT based on a random utility framework to determine individual effects on military enlistment. His binary PROBIT results indicated the following (Halfacre, 2007):

- The effect of gender on enlistment was negative, meaning women are less likely to enlist than are men.

- Private school attendance also showed a negative effect on enlistment decisions.
- Legal issues (having been arrested) had a positive effect on enlistment, possibly due the available waivers in the military.
- Participation in JROTC programs had a positive effect, possibly due to incentives or Millennials' taste for self-improvement and structure associated with the military.

Previously, higher Armed Forces Qualification Test (AFQT) scores had a positive effect on enlistment; however, in Halfacre's study, negative coefficients find that higher-aptitude students are less likely to enlist (Halfacre, 2007). Of all of the education categories, possessing a high school diploma had the only positive effect on enlistment. GED-holders and post-secondary education had negative coefficients.

Interestingly, persons with both lower household income ($5,200 or less, 1st quartile) and higher household income (4th quartile) were less likely to enlist. In lower income families, there may be a need for local employment of youth to support the household. For persons from higher income families, the likelihood of attending and financing college was higher.

Multinomial LOGIT used only 2004 data, which allowed for post-high school decisions but not college completion. Halfacre (2007) found a decrease in youth choosing military enlistment over attending college and a decrease in military enlistment over entering the civilian workforce. Other results found by Halfacre (2007) include:

- Women were less likely to enlist due to the higher likelihood of attending school; students with college-degree holding parents are less likely to enlist.
- Higher household income results in a lower likelihood of enlisting due to a higher likelihood of attending (and affording) college.

- Persons with low and moderate enlistment test scores were less likely to enlist; students with parents having no high school diploma were also less likely to enlist.

Halfacre's (2007) study analyzed the demographics of the very first Millennials. The results of this study may have assisted recruiters in targeting a specific population during that time period as opposed to "targeting regions of the country with hopes of reaching the targeted individual" (Halfacre, 2007, p. 60).

6. Stafford and Griffis

In 2007, the 10th Quadrennial Review of Military Compensation (QRMC) requested that the Center for Naval Analyses (CNA) study the background of the Millennial Generation and answer the question: Are there characteristics and challenges so specific to Millennials that the military must develop targeted policies to appeal to this generational cohort?

By reviewing previous literature, analyzing key Millennial characteristics that could affect the workforce, and exploring how employers react to dynamic workforce expectations (possibly driven by different generational traits), CNA researchers Darlene Stafford and Henry Griffis (2007) found the following:

- Generational cohorts are comprised of diverse people and not all members possess the same characteristics. Characteristics alone do not create workforce challenges.
- Influencers, such as parents and veterans, play a significant role in Millennial decision-making. However, the decreasing number of veteran influencers creates workforce challenges for the military; but recruiting can shift to targeting parents to compensate.
- Military actions (wars, international conflicts, crisis) influence propensity for Millennials similarly to propensity of past generations.
- Despite the effects of technology boom, Millennials' skills, aptitudes and interests do not always meet employer demands.

- Millennials tend to be more active politically than members of Generation X, and the sheer size of the Millennial cohort increases the percentage of potential enlistees.
- Although Millennials are ambitious regarding higher education, educational attainment among Millennials is not contributing to workforce challenges for the military.
- Career development and higher salaries are held in similar regard among Millennials.
- Employees, including Millennials, expect to: 1) be compensated fairly and treated with respect; 2) be trained, developed and challenged; and 3) contribute to a greater mission/cause.
- Due to the different life stages of the generations in the workforce, flexible retirement plans are important.

Research supports the positive correlation between high unemployment rates and recruiting success. Millennials grew up during times of low unemployment rates and as unemployment rates rise, recruiting Millennials is expected to get easier (Stafford & Griffis, 2007).

7. Field

Walker Field examined recruitment strategies in the midst of the Global War on Terrorism in his 2008 study, entitled "Recruiting Implications of the Long War for the Marine Corps." Field (2008) examined three critical aspects of recruiting: quantity, quality, and diversity of the force. The identified recruiting base (until 2015) is comprised of young adults from the Millennial Generation. Field (2007, p. 2) found that Millennials possess a number of qualities "well suited for military service" such as being:

- Appreciative of stability and structure.
- Self-confident.
- Team-oriented.

- Technologically connected.
- Skilled at multi-tasking.

According to Field (2008), they are contributors to making a difference and seek a sense of purpose to participate in something bigger, beyond themselves. Given that the Millennial generation is the largest, highest-educated generation in U.S. history, and 33 percent are members of a "minority group," Field (2008) concluded that, to meet the recruiting demands of quantity, quality, and diversity, affecting a change in awareness of Millennial influencers will bring long-term success. Field (2008) recommended: (1) implementing a National Service Campaign in which politicians publically endorse military service as a practical career choice; (2) continuing diversity outreach; and (3) maintaining U.S. Marine Corps high-quality standards to appeal to Millennial prospects (and their parents) (Field, 2008).

8. Westermeyer

The U.S. Air Force established Cyberspace Command (now called the Twenty-Fourth Air Force) in 2006 to provide cyberspace capabilities and securities for the military. In 2008, Roger Westermeyer examined the challenges of recruiting and retaining high-skilled IT technicians in a competitive job market and explored the characteristics of the Millennial generation to gain insight to attract (and retain) the necessary talent for the (then) Cyberspace Command in his study, "Recruiting and Retaining Cyberwarriors."

Westermeyer's (2008) findings suggest that recruiting success can be attributed to increased promotion of Air Force educational/training programs, modernization of current recruiting and job application tools, and implementation of a comprehensive outreach program to both parents and peers of potential recruits. According to Westermeyer (2008), the Air Force should recognize the cultural differences unique to the Millennials and appeal to this generation's values and generational characteristics. He also recommended the following (Westermeyer, 2008):

- Strengthen mentoring programs to provide support and the means for Millennials to contribute in shaping the work environment.
- Maintain awareness of the importance of work/life balance to Millennials.
- Consider program bonuses for technical (IT) job ratings to stay competitive with civilian sector opportunities that attract Millennials

9. DeMesme and Nagy

At the 2008 Navy Workforce Research & Analysis Conference, held at the Naval Postgraduate School, Ruby DeMesme and Andrea Nagy (of BearingPoint Human Capital Management Solutions Group) presented a report entitled, "Generation Y and Navy Recruiting: Targeting the Next Generation of Navy Civilians" (DeMesme & Nagy, 2008). The authors observed that Generation Y (Millennials) issues are important since, due to higher birth rates than Generation X, Generation Y will continue to increase as a proportion of the workforce. In addition, labor force demands are predicted to outpace supply, due to projected economic growth, while labor force growth continues to slow down, creating greater competition across employers seeking any skill (DeMesme & Nagy, 2008).

Generation Y employees are active social-networkers who communicate via different mechanisms in and out of the work environment. They benefit from frequent feedback and are likely to change jobs/careers more often than did previous generations. They tend to express a high level of interest (but low awareness) in where to apply for federal jobs. Transparent job processes, company insight, and meaningful online job postings appeal to Generation Y characteristics and values (DeMesme & Nagy 2008).

The Navy.com website was reviewed by the authors and found to effectively target Generation Y with features such as: Live Chat, simulation games, downloadable wallpaper, and videos. The website also provided service member testimonials and visually outlined potential career pipelines. According to DeMesme &Nagy (2008), the posted slogan, "Accelerate Your Life," also created an attractive brand image. The Army

Civilian recruiting website and Naval Air Systems Command (NAVAIR) recruiting website had similar designs and features, catering to the Millennial generation.

10. Joint Advertising, Market Research and Studies (JAMRS)

Joint Advertising, Marketing Research & Studies (JAMRS) is an official Department of Defense (DoD) program for joint-service marketing communications as well as market studies and research. JAMRS advertising programs assist in broadening adult influencers' understanding and awareness of military service as a viable career option, while JAMRS internal government market-research programs strengthen recruiting efforts across all military branches (http://www.jamrs.org).

One category of JAMRS interest is youth studies. By utilizing surveys, polls, and various research projects, these studies assist recruiting efforts by evaluating youth attitudes, behavior, impressions, and knowledge as they relate to the propensity of these youth to serve in the military. Studies also measure the relationship between influencer markets and the youth.

Studies reported by JAMRS include:

- *2010 In-Depth Study: General Population Survey*. This survey (2010) provides a general understanding of the future plans of 48,000 ethnically diverse youth (ages 16–24) in relation to career options, including military service. It also examines value importance among youth and perceived value importance associated with the military among youth. (JAMRS, 2010b).

  Key findings of this report across groups show the following:

  - Most youth prefer college and graduate school, to eventually work in a professional occupation after graduation. They tend to not view the military as an effective/appealing means to these goals.
  - The highest levels of interest toward joining the military are prior to high school graduation.

- Youth propensity to serve is strongly affected by the opinions and support of those who are important in their lives (often referred to as “influencers”). (Anderson, Poling, Marsh, Helland, Zucker, & Boehmer, 2010, p. 8)
- A person’s self-confidence in the ability to be successful in the military strongly affects that person’s propensity to serve. Conversely, low confidence relates to low interest in the military (JAMRS, 2010b).

- *Youth Poll 19.* JAMRS youth polls, conducted periodically, help measure perceived youth knowledge of the military, their attitudes toward the military service, and their perceptions of current events and economic conditions. This particular poll surveyed a stratified sample of approximately 4,000 youth (ages 16–24) via Computer-Assisted Telephone Interviews (CATI) (JAMRS, 2010a).

  Key Findings relevant to the present study are as follows:

  - Favorability for the military among youth increased in June 2010 after a historic low in December 2009 (p. 136).
  - The majority of surveyed youth believed there is only a slight pay differential between military pay and pay in the civilian sector.
  - One in five youth reported that the economy is a reason why they are more likely to enlist (for those that believed the military pay is higher than pay in the civilian sector).
  - The most-reported choices for future plans are attending school or entering the work force.
  - A consistently high proportion of youth have *never* considered military service.
  - Positive propensity to join the military is greater among young men than among their female counterparts.

- *Quorum Poll: Opinions of Adult Americans*. The Quorum Poll is a trend analysis tool that utilizes an omnibus survey administered to 1,000 American adults (18 and older) on a monthly basis (JAMRS, 2011b).

  Findings reported in January 2011 (p. 2) include the following:

  - More than 50 percent of adults report that they would recommend military service.
  - More than 70 percent of adults report they would be supportive of youth who decide to enlist in the military.

B. DADT

The policy known as "Don't Ask, Don't Tell" (DADT) barred homosexuals from serving openly in the military. DADT was signed into law on 30 November 1993 as a compromise to differences between supporters at both extremes of the issue. DADT remained a point of controversy since it was first enacted. Prior to the policy, all recruits had to state their sexual orientation on recruitment questionnaires, and homosexuals were banned completely from serving in the military. When Bill Clinton campaigned for President, he had promised to remove the ban entirely. However, soon after Clinton's election, members of Congress and the Joint Chiefs of Staff strongly, and at times publically, opposed Clinton's proposal to lift the gay ban (Burk, 1993). The Clinton administration then issued Defense Directive 1304.26 (dated 21 December 1993), which stated that military officials were not to ask about any service member's sexual orientation and military personnel were not required to disclose their sexual orientation (Department of Defense, 1994). Military personnel were not to be discharged on account of being a homosexual, and investigations into such issues were not permitted unless "credible" information regarding homosexual conduct was reported (Berger, 2009).

The DADT policy had a significant impact on military personnel. Over 13,000 service members were ultimately discharged for homosexuality under the policy (Government Accountability Office, 2011). National polls conducted in 2010 found that two-thirds of adult Americans supported repealing DADT and allowing gays to serve

openly in the military. In fact, national polls indicated that a majority of persons across the country continued to favor allowing homosexuals to serve openly in the military from 2004 onward (Morales, 2010).

DADT also resulted in considerable costs over the years. More than $193 million was spent enforcing DADT from 2004 – 2009, according to the Government Accountability Office (GAO), or an average of $52,800 per troop (Merritt, 2011). These costs included the administrative expenses of 3,700 active-duty separations and the costs for recruitment and training for replacement service members.

On December 22, 2010, President Barrack Obama signed legislation that would eventually remove the seventeen-year-old DADT policy (White House, 2010b). Implementation of the repeal was scheduled to commence 60 days after the President certified that military readiness will not be adversely be affected. At the time of the present study, the 60-day countdown had not yet started, and the Department of Defense could not estimate when the actual repeal would begin. The implementation was not immediate, as government and military officials examined the effects on military readiness. A gradual transition was intended to assure "the many stakeholders, such as military personnel and their dependents, politicians, gay communities, equal rights groups, businesses, contractors, religious groups, and civilians, that the change in policy would be treated with the utmost sensitivity and care" (Ferguson, 2011, p. 5). On July 22, 2011, President Obama, along with Secretary of Defense and Chairman of the Joint Chiefs of Staff certified that the military was ready for the repeal (Belkin et al., 2012, p. 10). The implementation took place on September 20, 2011, allowing gay men and women to serve openly in the military without the fear of discharge for their sexual orientation.

1. Parco and Levy

In 2010, James Parco and David Levy assembled a variety of essays on critical social issues within the military for a book entitled *Attitudes Aren't Free: Thinking Deeply about Diversity in the U.S. Armed Forces*. The publication offers a framework for critical thought and for improving policy in debatable areas (Parco & Levy, 2010).

Relevant works from the book include:

Aitken, Alexander, Gard & Shanahan

Four retired general and flag officers, each from a different military service branch, collectively conducted a thorough assessment of the "Don't Ask, Don't Tell" policy via extensive literature reviews and expert interviews in the report, entitled "Report of the General/Flag Officers' Study Group" (Aitken, Alexander, Gard & Shanahan, 2008). The group's emphasis was to examine DADT from all perspectives and review it's effect (positive or negative) in preserving military effectiveness and high standards of conduct. Findings of the group's assessment include (Aitken, Alexander, Gard & Shanahan, 2008, p. 139–140):

- The military has lost a number of talented service members due to the restrictions imposed by "Don't ask, don't tell."
- There are many homosexuals currently serving [openly] in the military.
- Military opinions and attitudes towards homosexuals are more accepting than opinions and attitudes during previous years.
- The repeal of DADT is unlikely to threaten the military's good order, discipline, morale, or cohesion.

Cashdollar

In Matthew Cashdollar's work, entitled "Not Yes or No, But What If: Implications of Open Homosexuality in the U.S. Military," (Cashdollar, 2010) he did not research the pros and cons of DADT. However, he researched issues that would assist in a smooth transition of the repeal of DADT. To provide examples of feasibility, Cashdollar (2010) examined international militaries and the effects allowing open homosexuality; finding that implementation can be successful in the United States military if emphasis is placed on conduct and equal standards and new regulations are comprehensible (p. 168). A historical comparison of the integration of African-Americans into the military outlined similar challenges that were overcome and provides

an understanding of the military' capability to adapt. Cashdollar (2010) discussed the following six lessons that would ease the post-repeal transition: (1) the process (and acceptance of change) will take time; (2) take a "low-key" approach; (3) leadership support is critical to implementation; (4) a universal, comprehensive strategic plan is required; (5) Solutions must be made by a committee composed of parties representing all perspectives of the issue and must benefit the entire committee; and (6) cease prejudice and value individual merit (pp. 171–173).

2. Belkin et al.

Professor Aaron Belkin (2012) and a team comprised of other distinguished scholars, including professors from several of military service academies, conducted a study 6 months after the 2011 repeal of DADT, entitled "One Year Out." The 6-month study, closing at the 12-month mark after the repeal, was the first full-scale academic research project that assessed the accuracy of the predicted impacts of the repeal on military readiness. To exhaust the efforts and the possibility of gathering information that revealed the negative effects of the DADT repeal on military readiness, the team utilized ten different research strategies (Belkin et al., 2012, p. 6): (1) semi-structured interviews with retired high ranking officers that predicted negative impacts on the military from the repeal; (2) semi-structured interviews with experts and activists that publically opposed the repeal; (3) semi-structured interviews with proponent and opponent "watchdog organizations" that track Pentagon operations; (4) active-duty service member survey with closed-and open-questions; (5) on-site observation of four military units; (6) in-depth interviews with eighteen scholars and practitioners; (7) in-depth interviews with heterosexual and gay active-duty service members; (8) analysis of hundreds of relevant media articles published during the research timeframe; (9) longitudinal secondary source analysis of independently conducted surveys and Department of Defense recruitment and retention data; and (10) pre-test/post-test quasi experimentation, comparing the level of military readiness before and after the repeal of DADT.

Belkin (2012) assessed military readiness further, on the basis of the effects of the repeal on four components: (1) unit cohesion; (2) military recruitment and retention; (3)

harassment and assaults; and (4) service-wide morale. These have been popular topics of discussion and debate regarding the "Don't Ask, Don't Tell" policy. The findings of this comprehensive study, consistent with repeal assessment reports by the United States President, include (Belkin et al., 2012, p. 4):

- The repeal has had no overall negative effect on military readiness or the four components of military readiness listed above.
- Service members reported the same level of military readiness before and after the repeal of DADT.
- Recruitment and retention was unaffected by the repeal.
- No increase in violence due to the repeal.
- No decrease in service-wide morale.
- Results show that benefits of the DADT repeal outweighed the negative consequences, leading to an overall result that the repeal enhanced military readiness.

C. SUMMARY

It is clear from the review of selected studies that the Millennial generation is quite unique in certain ways from previous generations. This is true of all succeeding generations. Millennials are said to possess a different set of core characteristics, attitudes, values, and beliefs that shape the world around them. Specific factors are identified as having a strong influence in shaping the Millennials' perspectives and perceptions. Each branch of the military has examined approaches to recruiting this generation. A thorough understanding of influencing factors can help to successfully attract, recruit, and hire these distinctive individuals known as the Millennials.

With the removal of DADT in September 2011, homosexuals are now allowed to apply and serve openly in the U.S. military. As of March 2013, all signs indicate that the dire predictions of serious problems resulting from this action have not come to pass. This is particularly apparent in the military's recruiting and retention programs, which have been aided by a relatively poor job market for military-age youth.

At the same time, it can be said that a number of opportunities have become available to the recruiting forces with a new market of talented individuals. Further, the future may show that the image of the military among potential volunteers may improve even more, as young people, including Millennials, come to see the military more and more as being in step with mainstream society.

III. METHODOLOGY

This chapter describes the methods used in analyzing the attitudes, values, and beliefs of the Millennial Generation toward the military, and in evaluating differences in trends between the present study and that of Wilcox (2001). As previously mentioned, this project attempts to replicate aspects of the study by Wilcox (2001), so the approach is similar. Original data are gathered by surveying selected samples of Millennials and by talking with them about their perceptions of the military.

The discussion of study methodology is divided into three sections: the development of the questionnaire from its original form used by Wilcox (2001); the planning and administration of data collection; and the use of focus-group discussions. The study intentionally reproduces the data collection techniques used previously to maintain continuity between the questionnaires and to ensure that trends can be accurately recorded and examined.

A. QUESTIONNAIRE

A nine-question survey was used in the Wilcox (2001) study. The main intent of Wilcox's survey was to offer a measure of comparison for information gathered through 36 focus-group discussions at nine high schools in six states. Questions used in the focus-group discussions were similar to those presented in Wilcox's survey. The survey was actually administered by two interns who worked with Wilcox at only one high school, Monterey High School, in Monterey, CA.

The questionnaire used in the present study, based on Wilcox's survey and focus group questions, was created using SurveyMonkey, an online (Web-based) survey research tool. SurveyMonkey provided the researcher with the option of using online (electronic) versions of the question. Nevertheless, given that paper questionnaires yield higher response rates than electronic surveys, questionnaires were distributed and administered, as they were in Wilcox's study, as hard-copy paper questionnaires. (Two exceptions included an online class from Monterey Peninsula College, or MPC, and another from Gavilan College that received the questionnaire via web links from their

instructors.) The questionnaires were administered in person. The researcher wore a U.S. Navy dress blue uniform to proudly represent the military service, to display respect, and to establish authority as a military officer and NPS (local) graduate student. The study and all related materials were evaluated and approved by the NPS Institutional Review Board (IRB).

The questionnaire contains an introduction, stating the purpose of the study (including consent to participate in an anonymous survey), and thirty-two questions. One item asks for consent of the respondent, and another asks the respondent about his or her age. Thirteen questions relate to the students' attitudes, beliefs and knowledge regarding the military. A section comprised of nine Likert-scale questions relating to the DADT policy was added to the questionnaire. Eight questions relating to the demographic characteristics of the respondents are then presented. An "open-ended" item appears at the end of the questionnaire, providing an opportunity for respondents to offer comments on the military, the DADT policy, or the survey itself.

B. PLANNING AND ADMINISTRATION

The planning phase of the study involved setting up each questionnaire/focus-group discussion session at each of four community colleges. The schools were selected based on location and permission to coordinate activities on each campus. These schools were "targets of opportunity" in the Monterey Bay area and not chosen for any special qualities such as demographic or academic representation. The classes that participated in the study were from the Political Science & Social Science Departments at each school. Gaining access to schools as a member of the U.S. Armed Forces is sometimes met with a degree of resistance or concern on the part of academic administrators. The researcher ensured all school officials that the study was strictly to collect data for a graduate student project and not associated with recruiting any students or promoting the military.

The following four community colleges were selected for the study, presented by the order in which they were visited:

- Hartnell College, Salinas, California

- Monterey Peninsula College, Monterey California
- Cabrillo College, Aptos, California
- Gavilan College, Gilroy, California

Although conducted on a smaller scale than the 2001 study by Wilcox, in the present study, students from a range of socioeconomic categories participated, reflecting the population diversity in the surrounding communities.

Following a brief introduction of the researcher and description of the study, the hard-copy paper questionnaires were distributed to students in classrooms at each of the four community colleges. Students were informed that the questionnaire was completely anonymous and that they were allowed to skip any question or stop answering the questionnaire at any point without any consequences. Additionally, since the researcher was conducting the discussion in a U.S. Navy dress blue uniform, it was necessary to assure the students that responses should be honest and direct, as the researcher would not be offended. The researcher also informed the students that clarification could be provided, if needed, to any item on the questionnaire. Students were given approximately 15 minutes to complete the questionnaire and the questionnaires were collected immediately after completion. Survey and focus-group discussions were conducted from 4 February through 28 February 2011.

Responses to the anonymous questionnaires from each community college were securely handled and stored until the researcher manually entered the data into SurveyMonkey for data analysis and presentation. Hard copies of the questionnaires were then recycled in recycle bins, as they contained no Private Personal Information (PPI).

At the close of data collection on 28 February, 478 hard-copy paper questionnaires were completed along with 3 electronic questionnaires. No students in any of the classes refused to fill out a questionnaire, so the response rate was 100 percent of all students who attended class on the day of the survey and focus-group discussion. The responses were calculated by the SurveyMonkey survey protocol. Of the 481 respondents who completed the survey, 99 written comments were also submitted.

Results of the current questionnaire were compared with those of the Wilcox study to determine if any changes in the Millennial Generation's attitudes, values, and beliefs have occurred since the Wilcox study was conducted 10 years previously. Appendix A provides further detail regarding the questionnaire response frequencies.

C. FOCUS-GROUP DISCUSSIONS

In the 2001 study, as previously noted, Wilcox's primary data collection method was focus-group discussions. Wilcox collected youth information from 677 teens by this means at nine high schools in six states across the country. Given that the focus-groups were Wilcox's primary methodology, he constructed his hard-copy paper survey using similar questions that were used in the focus-group discussions. The objective of the focus-group research in Wilcox's study was "to understand reality" (Wilcox, 2001, p. 7).

In the present study, information on youth attitudes, values, and beliefs regarding the military was collected through eight focus-group discussions, including 307 community college students at three community colleges in the Monterey Bay area. Focus group discussions were not conducted at Gavilan College due to the limited availability of classes available to participate in the study. The goal of the focus-group discussions in the present study was for students to elaborate on questions from the survey and provide specific details or experiences that may have influenced their opinions. A rich source of data can be collected from focus-groups, as participants can engage in open-ended conversations and express themselves more freely.

The focus-group discussion portion followed immediately after the collection of the in-class anonymous questionnaires. The researcher provided a brief introduction about focus-group methodology before setting up the class for the focus-group activity. The classroom set-up varied slightly, depending on how the classrooms were arranged; but, in general, students were arranged in groups of approximately six students, facing each other. One student in each group was elected to be the recorder for the group. The researcher presented an open-ended question and allowed groups to discuss the topic for approximately three to five minutes. Open-ended questions seek free responses that aim to determine what is at the forefront of the respondent's mind (Krueger & Casey, 2009).

These types of questions are best used when evaluating attitudes or feelings, likes and dislikes, memory recall, opinions, or additional comments. Again, the researcher requested that the student responses should be honest and direct, as the researcher would not be offended. After an electronic timer signaled the end of the session, the researcher called on each group to share their answers and ideas regarding the question at hand. The researcher also provided contact information for participants to address any questions or concerns that were not addressed during the focus group discussions or questionnaire collection. Appendix B provides a summary of discussion questions used during the focus-group sessions and the responses received.

For accuracy and clarity, each focus-group session was digitally audio-recorded. Recordings were kept secure until later used to ascertain and transcribe key points.

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IV. RESULTS AND DISCUSSION

This section presents and discusses the data collected from the questionnaires and focus-group sessions in the present 2011 study and compares the data with findings from the 2001 study. The vast majority of the students who participated in the current study were in the age range of the Millennial Generation (18–30 years old). However, a small group of Generation X (31 or older) students also participated, comprising approximately 8 percent of the sample. Figure 3 shows the distribution of students by age. As seen here, over 70 percent of the students were between the ages 18 and 21, the prime age for joining the military.

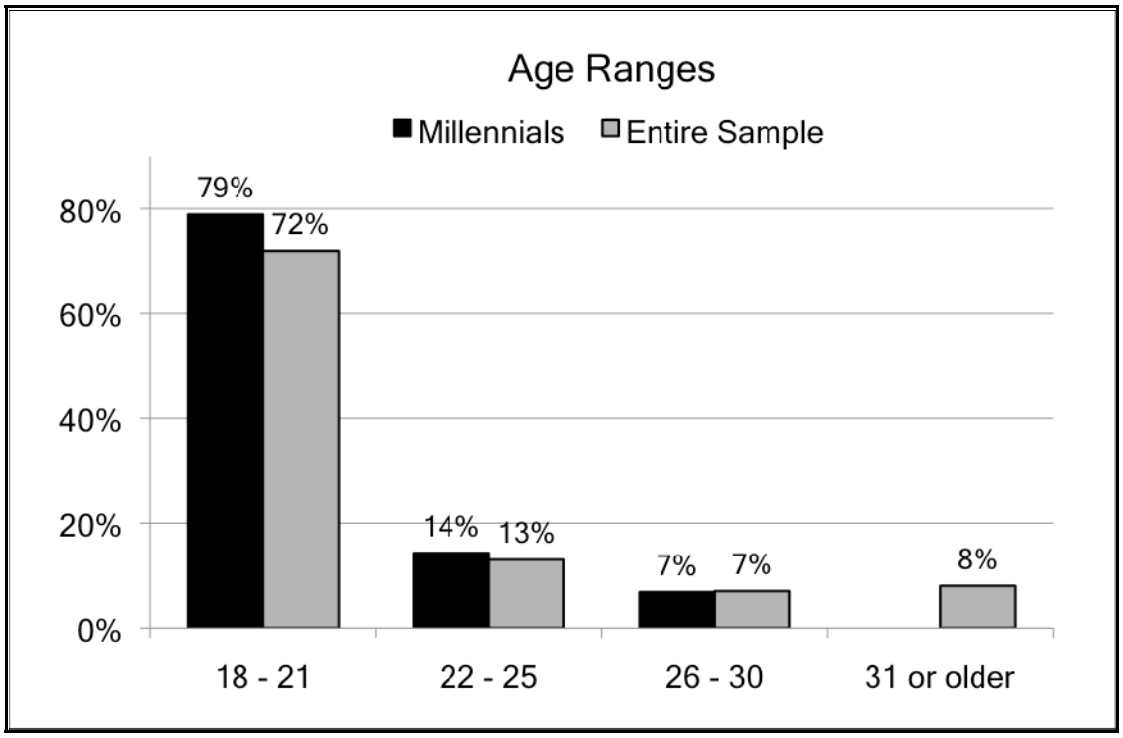

Figure 3. Percentage Distribution of Study Population (by age)

No major trend changes were identified between the entire sample (all age groups) and just the Millennials (18–30 years) when compared with the 2001 study. For the scope of this study, only responses from the Millennial group will be analyzed. As shown in Figure 3, the Millennial age group sample is used as the primary sample group

to compare with the 2001 study. Calculations are derived from the questionnaire responses, unless focus-group responses are specifically noted. The demographics of the sample—including gender, marital status, and ethnicity—are displayed in Figures 4, 5, and 6.

Figure 4 displays the percentage distribution of the current Millennial sample by gender. As seen here, the proportion of men is just slightly larger (three percentage points) than that of women.

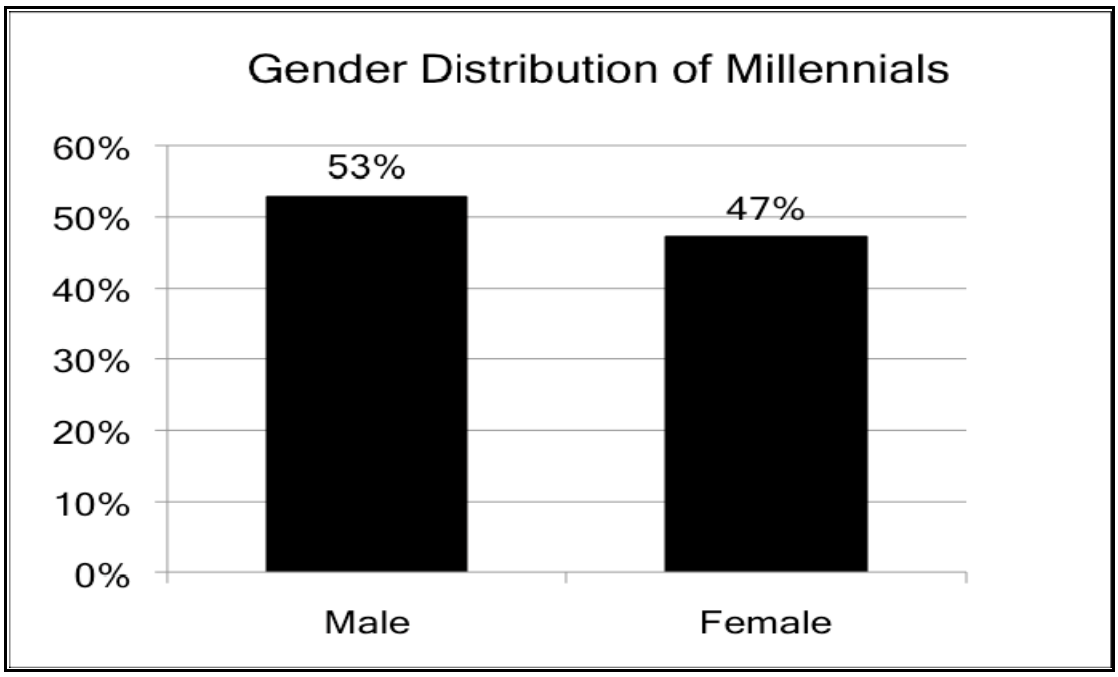

Figure 4. Percentage Distribution of Millennials (by gender)

Figure 5 shows the percentage distribution of the marital status of the current Millennial sample. Over 90 percent of the participants reported being single.

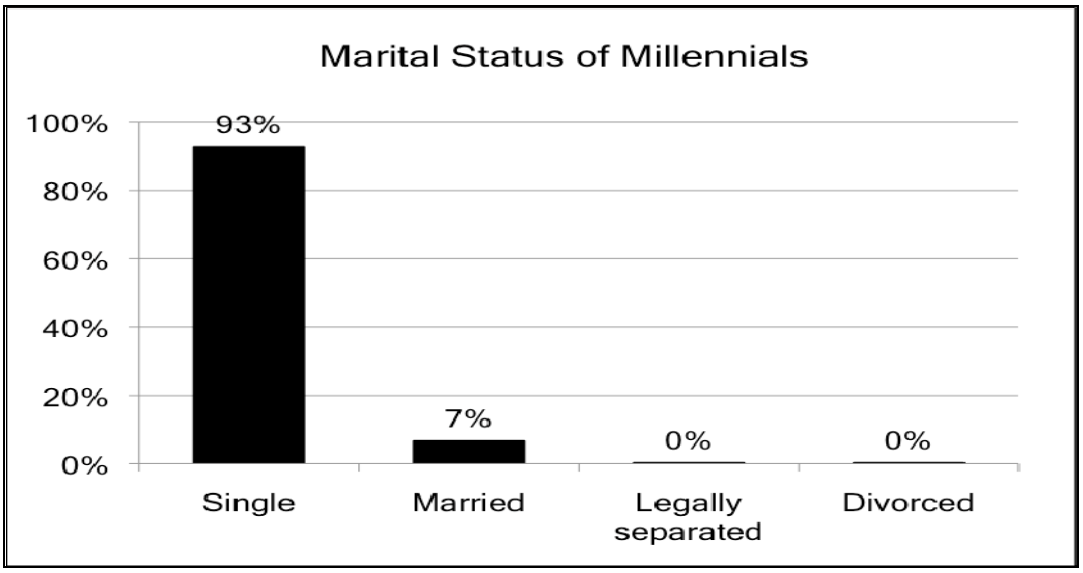

Figure 5. Percentage Distribution of Millennials (by marital status)

Figure 6 presents the percentage distribution of the Millennial sample by race/ethnicity. The racial/ethnic groups are listed as "White," "Black," "Asian/Pacific Islander" (API), "Hispanic" (HISP), and "Other." Other ethnicities—besides White, Black, API and multi-ethnic, non-Hispanic respondents—are included in the "Other" category.

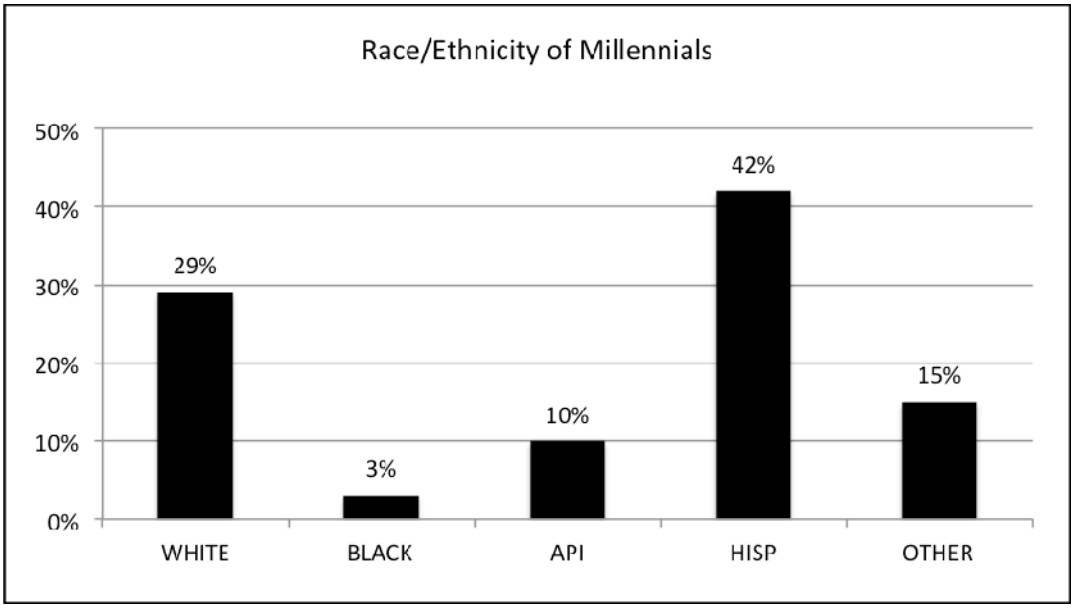

Figure 6. Percentage Distribution of Millennials (by race/ethnicity)

When evaluating survey data, a common concern is whether or not the respondents took the survey seriously and responded to the survey questions honestly. According to Walden (2006), respondents may feel uncomfortable providing honest answers to particular questions when in a group setting. The researcher included this question to address this concern: "I believe that my opinions are important and that I CAN actually make a difference." Ninety-one percent of the questionnaire respondents reported they "Strongly Agree" or "Agree" that their opinions are important and that they can make a difference. These results, presented in Figure 7, suggest that the responses given to the questionnaire are the honest opinions of the respondents.

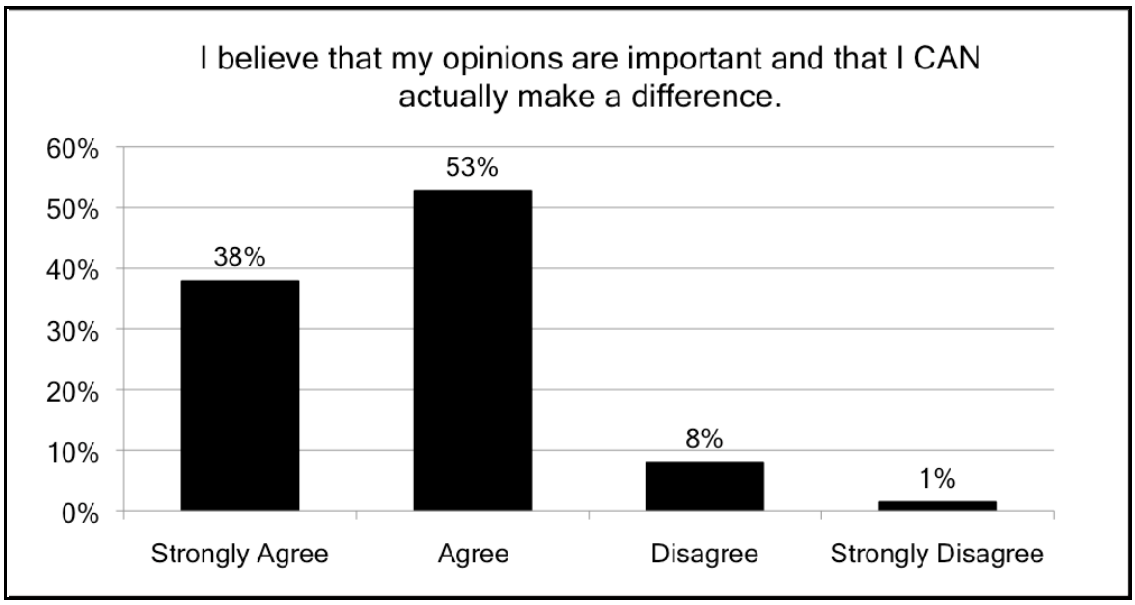

Figure 7. Percentage Distribution of Millennials (belief in the value of their opinions)

A. FIVE FORCES OF INFLUENCE

Based on his research of generational studies, Wilcox (2001) identified five interacting forces that shape the Millennial generation (from Section II): (1) Parents; (2) Media; (3) Technology; (4) New Economy; and (5) Education. These five forces form the focus of inquiry in the present study.

Although these five factors are interconnected, respondents were asked to rank them on a scale from 6 (having the strongest influence) to 1 (having the weakest

influence). Results from the present study regarding the five forces are displayed in Table 1; Figure 8 also shows a graphical representation of the results for Millennials in the present study.

Table 1. Millennial Ranking of Five Factors

	STRONGEST ----------> WEAKEST					
	6	5	4	3	2	1
Parents and Family	46%	23%	12%	9%	5%	5%
Media	1%	8%	11%	18%	43%	18%
New Technology	4%	9%	20%	39%	23%	4%
Changes in the Economy	5%	20%	35%	21%	13%	5%
Higher Education	36%	34%	18%	6%	5%	1%
Other	6%	5%	4%	5%	9%	52%

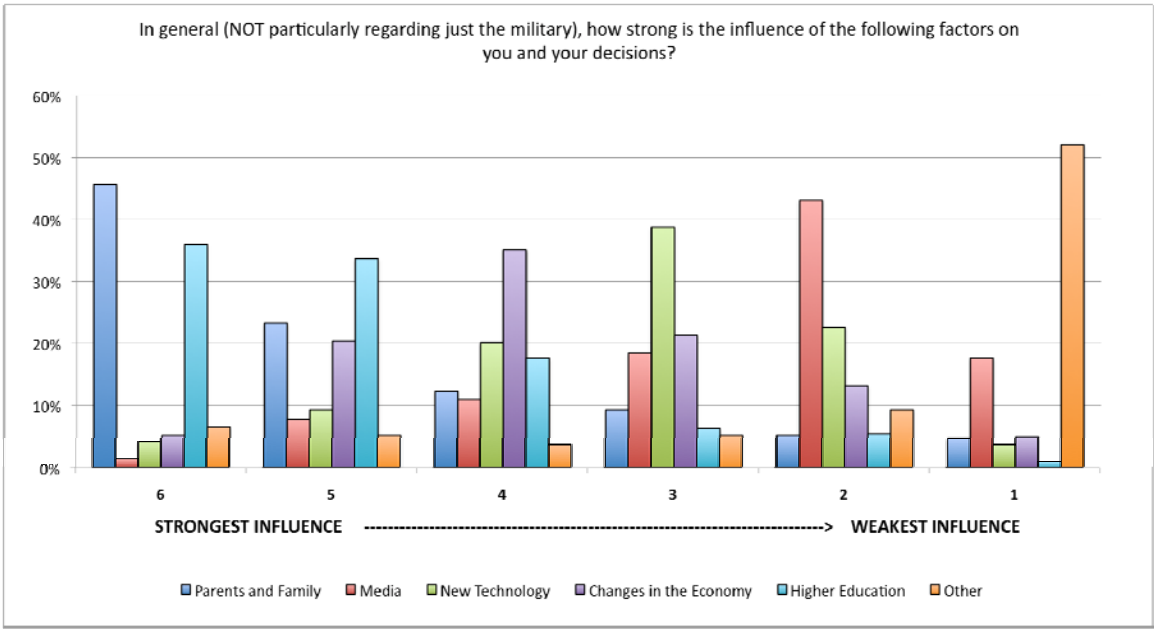

Figure 8. Millennial Ranking of the Five Factors (percent distribution)

As seen in Table 1, respondents ranked the five factors, from strongest to weakest, as follows: “Parents and Family” (46 percent); “Higher Education” (34 percent); “Changes in the Economy” (35 percent); “New Technology” (39 percent); “Media” (43 percent); and “Other” (53 percent). Responses from Millennials who selected “Other”

include: "Friends," "Personal Beliefs," "Life Events," "Relationships," "Money," "Health," "Religion," "Career Goals," "Politics," "Teachers," and "Family." These influential factors are mentioned throughout the discussion of the results.

1. Parents and Family

When it comes to making decisions, many studies report that parents and family members are extremely strong influencers. For example, Sackett and Mavor (2003) note that, across various types of studies, the most compelling observation is the critical influence parents have on the education, career aspirations, and achievements of their children. Results of the present study in Table 1 concur.

During the 2001 study, most parents of Millennials were of the Baby Boomer generation. Wilcox (2001) found that Boomer parents tended to be overprotective and very demanding, especially regarding college. Boomer parents were also likely to have only minimal direct exposure to—and little knowledge of—the military, and likely to harbor negative associations with the military (possibly from the Vietnam era). Millennials are not only close to their parents; Wilcox (2001) found them to be more dependent than previous generations. Also, the views and values of their Baby Boomer parents may have transferred down to them.

Inevitably, more Gen Xers have become parents to Millennials as time progressed. Gen Xers grew up experiencing the breakdown of the nuclear family as divorce rates skyrocketed (Strauss & Howe, 2000). Many Gen Xers did not have a closely-established connection with their parents, and were often raised in day-care centers as both parents worked—or they fended for themselves as "latchkey kids" (Strauss & Howe, 2000). In a marketing article regarding Gen Xers as parents, sales engineer Dave Sohigian (2009) reports:

> As parents, most Gen Xers want to give their children the nurturing and protection that they never enjoyed in their youth. Although Baby Boomers (those born 1943–1960) also are generally nurturing parents, Gen Xers take it one step further. Most Gen Xers are very results-oriented and will make big sacrifices for their children's welfare… For many Gen Xers, having children is the thing they are most proud of in their lives, because the rest of their lives have just been about survival.

The safety, health, and future of their children (and the close connection they maintain with them) are the issues most important to Gen X parents. So, as powerful influencers of the Millennials, the views and values of their parents—both Baby Boomers and Gen Xers—must also be addressed to effectively reach them.

2. Higher Education

As Table 1 shows, "Higher Education" ranked as the second-most influential factor, with 34 percent. In fact, some Millennials reported "Higher Education" as the "Strongest Influence" at 36 percent (but was outranked by "Parents and Family" with 46 percent). It is not a surprise that pursuing and attaining a level of higher education beyond high school is a top concern for Millennials. Although there is increasing pressure from parents, society, and the economy, the pressure to succeed has also become internally focused, and young adults strive to keep up with both these external and internal demands. They are also very aware of the ever-widening wage gap between high school-educated workers and college-educated workers. During a podcast interview, research economist and policy advisor Julie Hotchkiss (2010) states, "As the demand increases, wages for the college educated are driven up, which increases the incentive of people to attain a college degree." As in the 2001 study, higher education remains a top competitor for military recruitment.

3. Economy

Results in Table 1 show that the economy ranked as the third-most influential factor in the decision making of Millennials. Unlike their Gen X predecessors, Millennials have had the opportunity to enjoy a childhood of economic prosperity, a factor that has had a profound influence on molding their attitudes and values. During the time of Wilcox's study (2001), favorable economic conditions challenged the job security of a military career, a benefit that greatly appealed to previous generations. However, since then, the times and the economy have changed. According to the National Bureau of Economic Research (NBER), the United States economy fell into an 18-month recession in December 2007 (NBER, 2010).

Figure 9 displays the unemployment rates in the United States from 2001 to 2011.

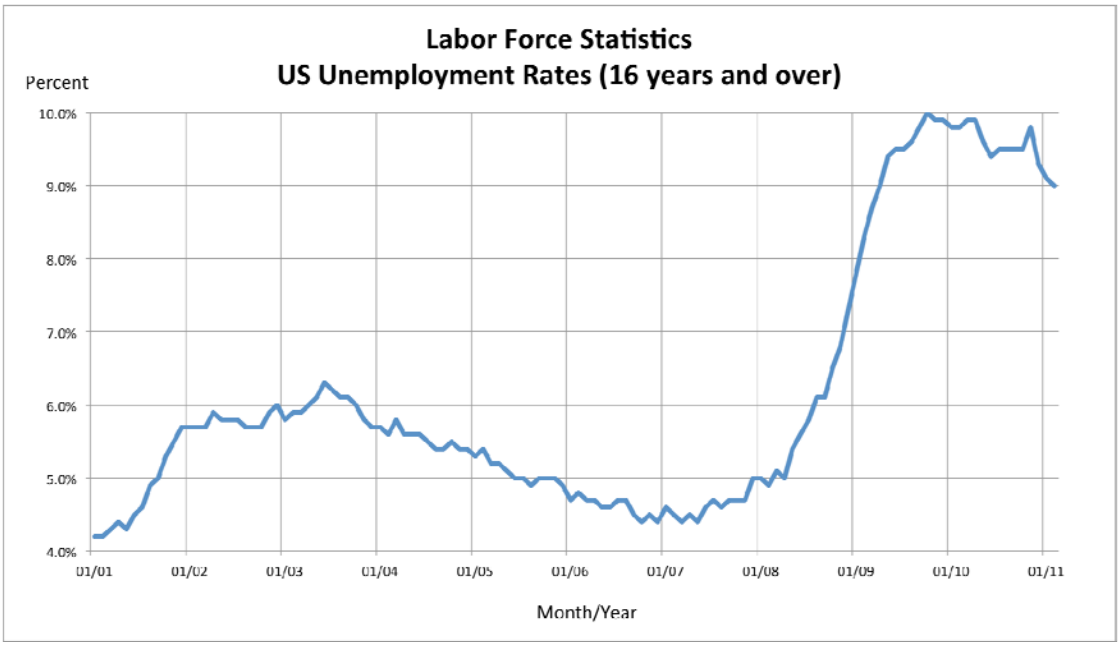

Figure 9. U.S. Unemployment Rates (16 years and over) from 2001 to 2011 (After Bureau of Labor Statistics, 2011)

Although the recession "officially" ended in June 2009, the Business Cycle Dating Committee identifies unemployment generally as a "lagging indicator," due to the lag in turnaround of both the Gross Domestic Product (GDP) and the job market (NBER, 2008). Unemployment rates can remain high and it can take quite some time for the job market to show improvement. This lag greatly affects the employment and career opportunities available for today's youth, and they are quite aware of it.

Millennials also recognize the tie between the economy and the demand for higher education. Educational funding was previously a "top seller" for military recruitment, but in a healthy economy—with available resources and vast opportunities—young people are less drawn to that particular benefit. Although the economy and job market expect improvement, military recruiting may be able to utilize the educational benefits of the military in the meantime.

On another note, Sackett and Mavor (2003) also found that some youth (those with high-level technical skills, for example) are becoming less likely to perceive that

college attendance is the only route to high-quality employment. As the economy improves, high-tech occupations that are exclusive to the military may appeal to that particular youth population.

3. New Technology

Technology is a very important factor in shaping Millennials' attitudes and values. According to many focus-group responses, technology makes things increasingly easier and provides them with attractive options. The extremely rapid innovation of technology (the "technology boom") has given Millennials mobile access to a vast amount of information, and has provided them with the ability to multi-task everything, from anywhere. Powerful Internet search engines offer the instant gratification of finding answers and solutions to virtually any curiosity or concern. A project by the Pew Research Center (Lenhart, Purcell, Smith, & Zickuhr, 2010) provides interesting statistics on Millennials and their use of technology: 81 percent of adults (ages 18–29) are wireless Internet users; 66 percent of adults (ages 18–29) own a laptop; 75 percent of teens and 93 percent of adults have a cell phone. College education can now be earned completely online. As one focus-group participant commented: "Technology plays a big part in our lives. It seems like our long-term memory is getting smaller and smaller because we never have to remember anything. Anything we need to know or remember is literally at our fingertips." Wilcox (2001, p. 70) observed that Millennials seem to have an "ambiance of arrogance" due to the omnipresence of technology in their everyday lives.

5. Media

During focus group discussions, Millennials in the present study mutually agreed that the media are a powerful influence factor. However, questionnaire results in Table 1 show that they did not rank as high as other factors—possibly because youth generally tend to be distrustful of the media, particularly the news media. As one participant commented: "The news stations always put a spin on what they present to the public." Yet, the news media and social media are usually their primary source of exposure to—and information about—world events, including the military. Unfortunately, much of the

news coverage of the military lacks positive reports, and is usually associated with war casualties and other negative imagery—which, in turn, influences the public perception of the military.

Constant developments in technology also tend to increase the influence of the media on young adults. Mobile technology and online social media networking provide a means for Millennials to stay connected to family, friends, and the world at their convenience. An Edelman/Strategy One study by Smedley & Abraham (2010) reports that 74 percent of Millennials thought digital media simplified their lives, and a majority believed it enabled them to form closer friendships. At the same time, a Pew Research Center study by Lenhart, Purcell, Smith, & Zickuhr, (2010) also revealed that 73 percent of "wired" American teens and 47 percent of online adults use social networking websites such as Facebook or LinkedIn. In the current study, when the researcher asked for a show of hands of active Facebook users, over 90 percent of the participants in each class raised their hands. These statistics continue to grow as more and more social networking sites expand their capabilities. Understanding the importance of digital and social media in the lives of young adults and their "instant" (and constant) access to it, utilizing available online avenues to post military occupation advertisements might be an effective means to reach the Millennial generation.

6. Summary

The Millennial Culture Model developed by Wilcox in 2001 consists of five interconnected, multi-directional, influential forces that affect the attitudes and perceptions of the prime recruiting market—the Millennial generation. These forces are: Parents, Higher Education, the Economy, Technology, and the Media.

Having a thorough understanding of these five factors can improve the effectiveness of military recruiting efforts. Parents (and family) are the strongest influencers of Millennial youth choices. They are very supportive and are willing to make big sacrifices to provide opportunities for their children's future and success. With an awareness (and pressure) of the demands of obtaining higher education, Millennials acknowledge the educational wage gap and understand the importance of a college

degree and the weight it holds in the current economic environment. The economy is the third-strongest influencer, and its dynamic nature (and job market conditions) greatly influences decisions about the future for Millennials. Technology provides limitless access to information and resources, which, in turn, provides a wide span of options for Millennials. Although news and social media play a big part in the lives of today's youth, they fall last in the ranking of decision influencers, mainly due to the lack of confidence Millennials have in such sources.

B. FUTURE PLANS

1. Plans After High School

The New Strategist Editors (2006) point out that going to college is no longer an elite privilege, but the norm with today's youth. Figure 10 shows Millennial responses, from both 2001 and current studies, to the question: "What WERE your plans after high school?"

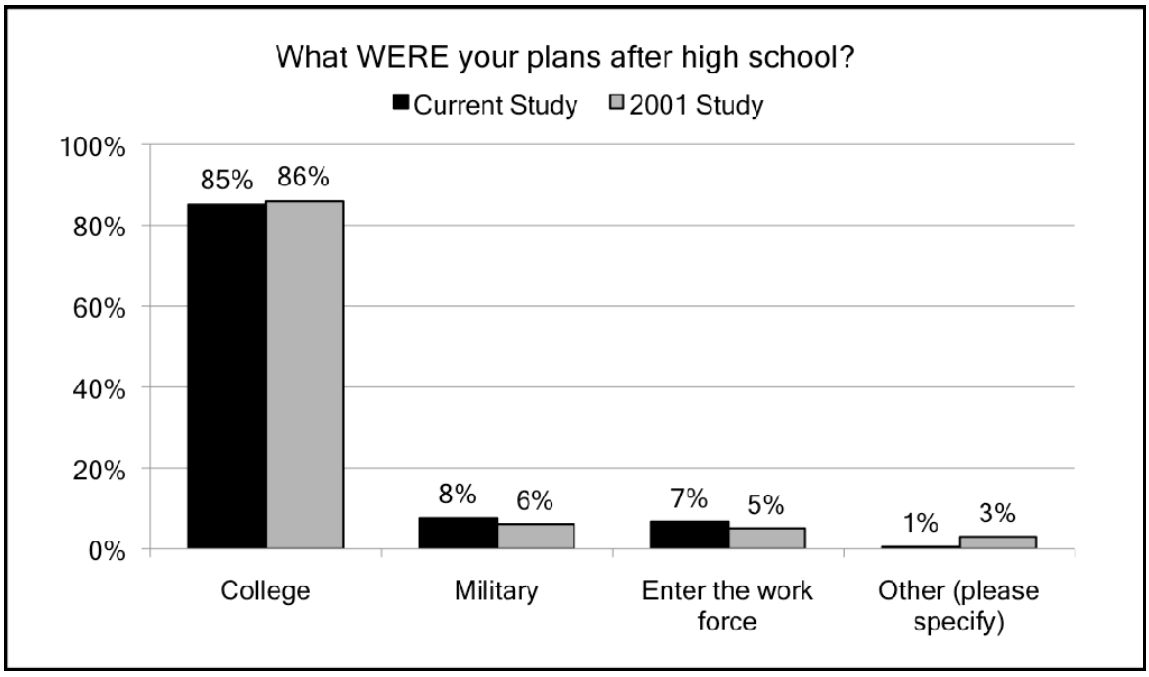

Figure 10. Percentage Distribution of Millennial Responses Regarding Anticipated Post-High School Plans (compared with 2001 study)

As seen here, 85 percent of Millennials planned to attend college after high school graduation. Eight percent planned on joining the military. Seven percent planned on entering the workforce. Results from the present study are quite consistent with the results from the 2001 study, as shown in Figure 10. These findings are also consistent with findings from the JAMRS 2010 In-Depth Study: General Population Survey Results Brief (JAMRS, 2010b), with over 80 percent of youth reporting that they seriously considered going to school.

Studies on generations show that the parents of Millennials play an important role in the decisions of their children to attend college. Wilcox (2001) also found that Baby Boomer parents strive for their Millennial children to succeed, at any cost. As the Baby Boomer generation is one of the most-educated generations in history, they not only want their children to be just as smart and educated, they want them to exceed. Gen X parents are even more results-oriented than the previous generation. Many students in the focus groups expressed feeling pressure and expectations from their parents regarding college and education.

As in the 2001 study, focus groups in the present study affirm that increasing expectations regarding a college degree play a big role in the decisions of Millennials. The topic of "education inflation" was brought up in one focus-group discussion. As one focus-group participant said: "The college degree is like the new high school diploma. It's a minimum requirement to get a good job these days, and it seems like the value of the high school diploma is phasing out." President Obama (White House, 2010), in his State of the Union Address, highlights this point, as he urges students to attend college because many new jobs in the next decade will require a higher level of education than a high school diploma. Sackett and Mavor (2003) also mention that, although a college education provides the opportunity to develop critical thinking and communication skills, one of the greatest benefits to be gained is the economic advantage over individuals with only a high school education. Thus, influencers of Millennials (e.g., parents, teachers, counselors) increasingly advise youth to attend college.

When asked, "why college?," a number of Millennial focus-group participants replied that "it's what you do after high school, right?" To many Millennials, attending

college was the “default action” following high school. It was the next step in the pipeline of their life. As Wilcox (2001) mentions, college has become the “holding pattern” for teens who are undecided about their next endeavor after graduating high school.

a. Plans After High School (by Gender)

The education wage gap is a strong motivational force for young adults, especially for young women who are also concerned with the gender wage gap. Figure 11 displays the median income for men and women, 25 years old and over, by educational achievement.

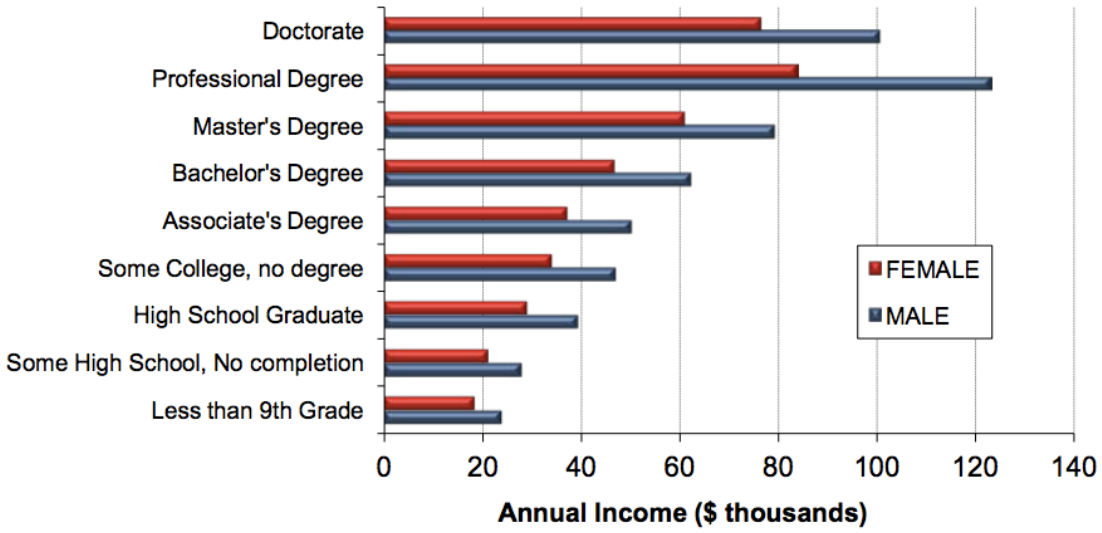

Figure 11. Median Income of Full-Time Workers by Gender, 25 years old and over (From Carvalho, R., Turner, S., Krulikowski, C., Marsh, S., Zucker, A., & Boehmer, M., 2010, pp. 2–4)

When the current Millennial data were analyzed across gender, a higher proportion of female Millennials (90 percent, compared with 81 percent for men) indicated that they intended to attend college after high school, as shown in Figure 12. These findings are consistent with The New Strategist Editors (2006) who also report that Millennial women seem more serious about education than their male counterparts.

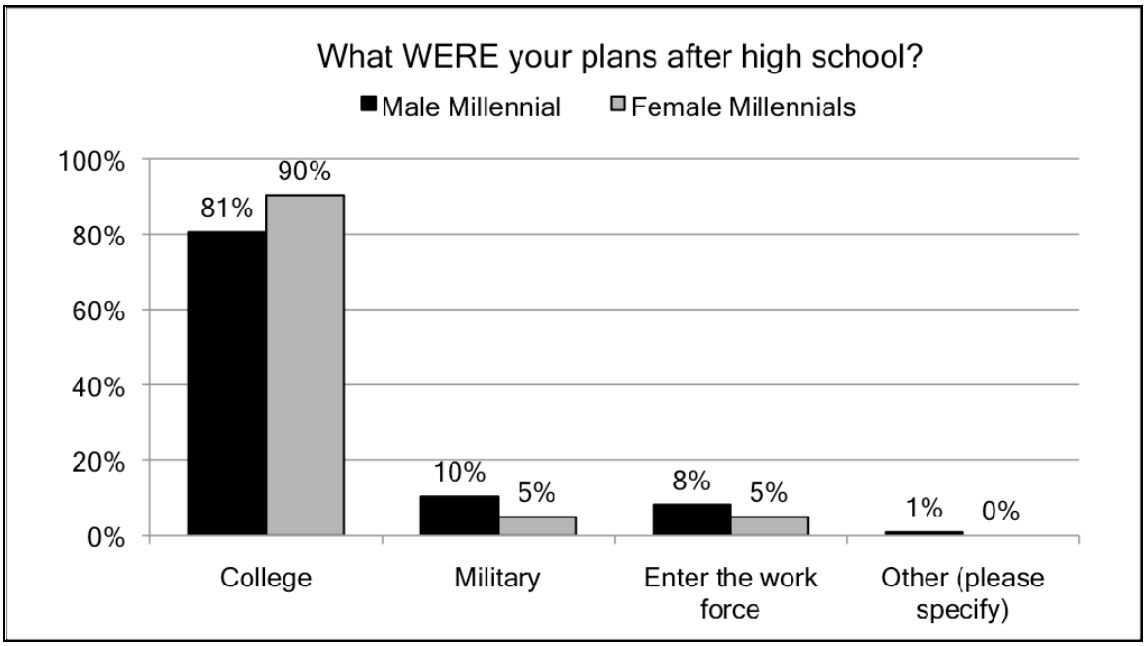

Figure 12. Percentage Distribution of Millennial Responses Regarding Anticipated Post-High School Plans (by gender)

2. Millennial Plans for the Next 2 Years

As previously mentioned, Millennials are raised to understand the volatility of the economy, and they believe that higher education makes them more competitive in the job market, in turn providing them with more career choices and opportunities. Figure 13 shows that 92 percent of Millennials in the present study plan on remaining in college full-time (55 percent) or part-time (37 percent) for the next two years.

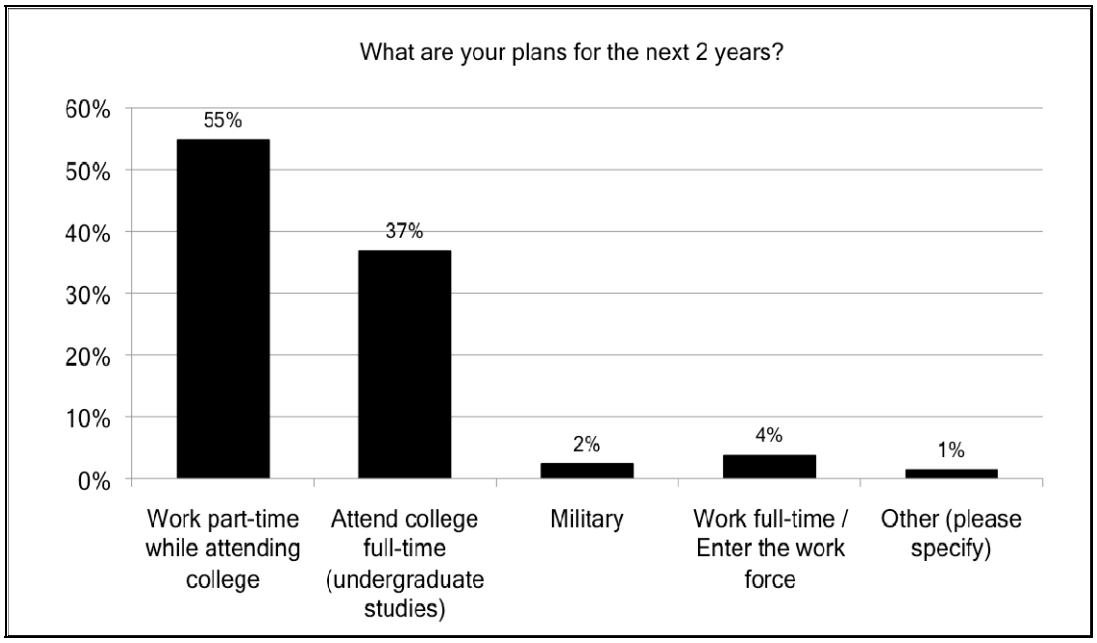

Figure 13. Percentage Distribution of Millennial Responses Regarding Anticipated Plans for the Next 2 Years

Sackett and Mavor (2003) report that Millennial employment is more likely to be part-time, particularly while higher education—a priority for an increasing number of youth—is pursued. Millennial propensity for military service dropped from 8 percent (in Figure 10) that "intended" to serve in the military after high school to only 2 percent (in Figure 13) that "plan on" serving in the next two years. This is concurrent with recent findings in the JAMRS Teenage Research Unlimited (TRU) Study (Fors & Chirillo, 2010), that youth reported only a 3-percent likelihood of serving in the military in the next few years. These results support the notion that higher education is definitely a strong influence factor for Millennials.

3. Summary

Results from the current study and the study done in 2001 do not differ very much regarding future plans of Millennials. Recognizing the job market requirement and the expectation of acquiring higher education, most Millennials (more women than men) had their sights set on going to college after high school. The notion has been instilled that

college is the next step in the course of their life. More Millennial men (than women) looked forward to entering the work force or serving in the military.

After experiencing their first years of college, the majority of Millennials still plan on attending college for the next two years to complete their degree, whether as full-time students or working part-time. Proportionately few plan on working full-time or joining the military in the near future.

C. MILITARY AS A CAREER OPTION

1. Is There a Need for the Military?

Results from the present study and the 2001 study reveal that virtually all of the respondents see the military as necessary, as shown in Figure 14.

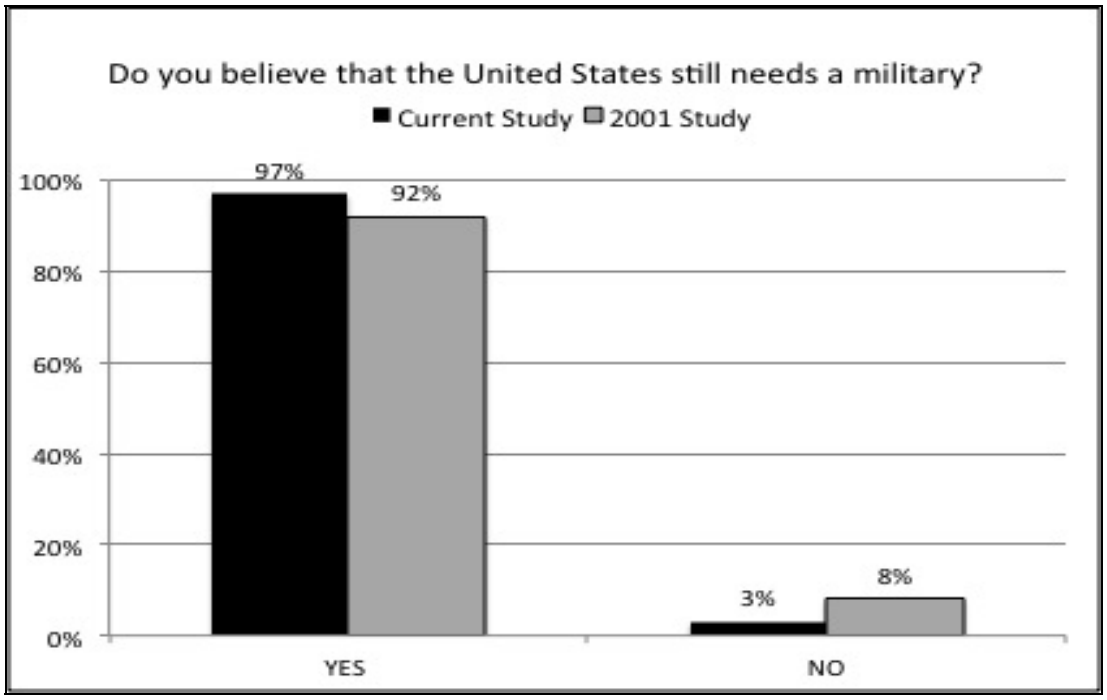

Figure 14. Percentage Distribution of Millennial Responses Regarding the Need for a Military

The high percentage of participants reporting "Yes" to the question indicates an understanding of the importance of military protection for the nation. The question may

seem trivial; however, the researcher included it to provide insight into the following question: Millennials understand the need for a military, but do they desire, or have they ever considered, contributing to the national defense forces?

2. Have Millennials Ever Considered Military Service?

Although the majority of Millennials indicated that attending college was their "intended" plan after high school (as shown previously in Figure 10), the military received about the same number of positive responses as "enter the work force." Exploring the question on a deeper level, Figure 15 compares responses from both 2001 and the current study to: "Have you ever considered the military as a career option?"

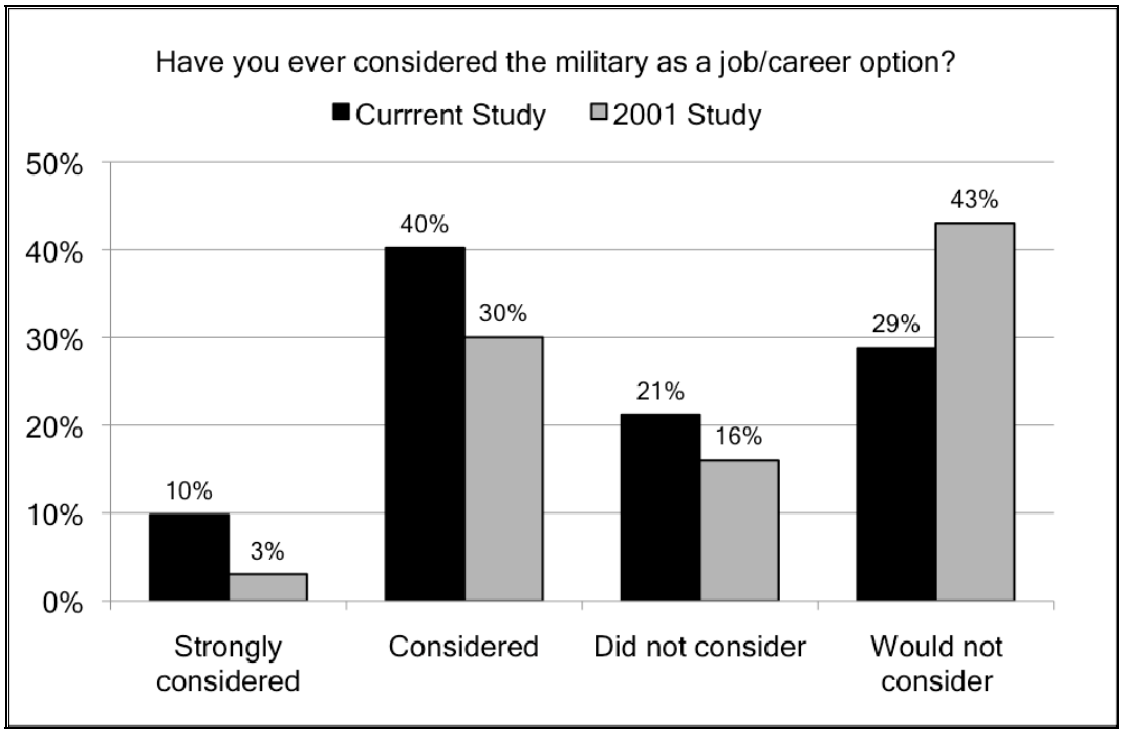

Figure 15. Percentage Distribution of Millennial Responses Regarding Consideration of the Military as a Job Option (compared to 2001 study)

The results of the current study are almost a 50–50 split; half of the participants reported having considered service in some capacity and half reported that they either had not or would not consider it. Ten percent of Millennials in the present study stated that

they had “Strongly Considered” the military as a job/career option. Another 40 percent of Millennials “Considered” the military as a job option. Of the other half of the present study sample, 21 percent reported they “Did Not Consider” the military and 29 percent said they “Would Not Consider” the military. (The pro and con aspects of military service are discussed below in this chapter.)

These results are quite different from those found in the 2001 study, and they clearly show that proportionately more young adults report considering the military in the current study. Only a total of 33 percent in 2001 reported ever considering military service. The proportion of Millennials who reported “Considered” the military in the present study appears to be inversely proportional to the proportion of Millennials that reported “Would Not Consider” the military in the 2001 study. These differences could be the result of changes in recruiting techniques, current events or environmental factors, changes in the economy, or some combination of influences. Figure 16 depicts the effects of current events on the enlistment propensity of youth from 2001–2010.

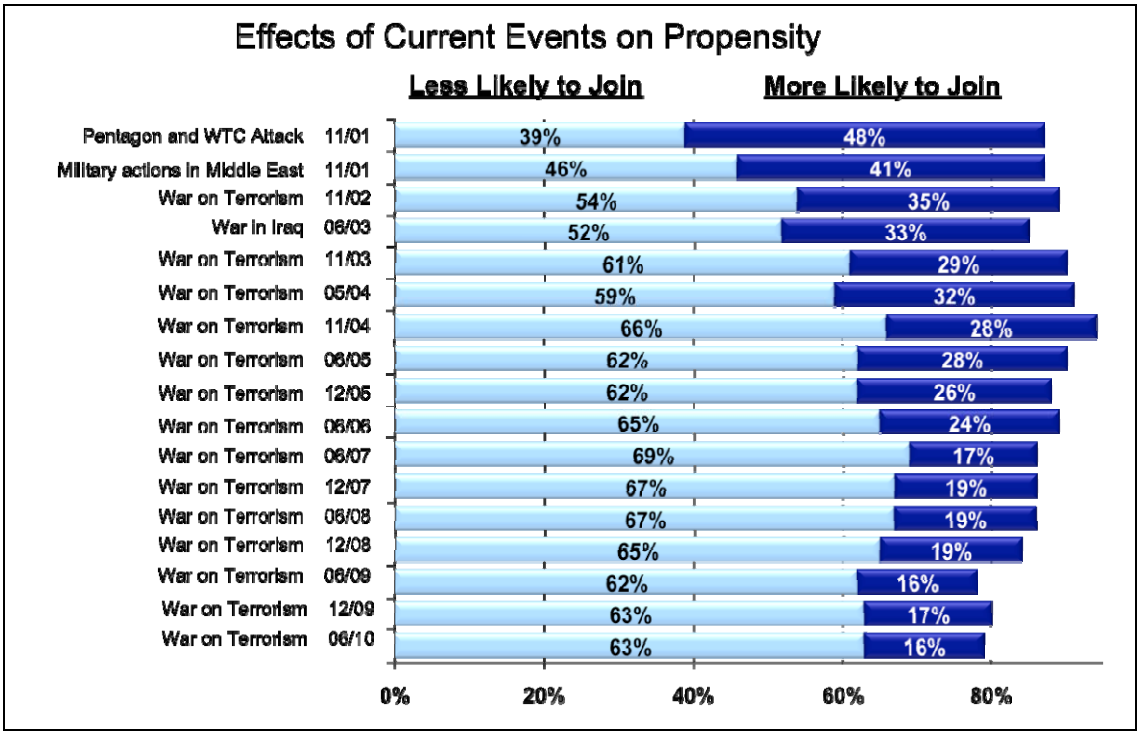

Figure 16. Effects of Current Events of Youth Propensity (From JAMRS June 2010 Youth Poll Findings Presentation, 2010, p. 12)

Although the tragic events of September 11, 2001 elevated a sense of patriotism among Americans, the propensity to join the military steadily continued to drop thereafter (according to Figure 16). The high level of patriotism that occurred at some point during this time period could help to explain the high percentage of Millennials who reported "ever considering" military service in the current study.

a. Have Millennials Ever Considered Military Service? (by Gender)

Figure 17 shows the responses of Millennials on whether they ever considered the military as a job option, comparing male Millennials with their female counterparts.

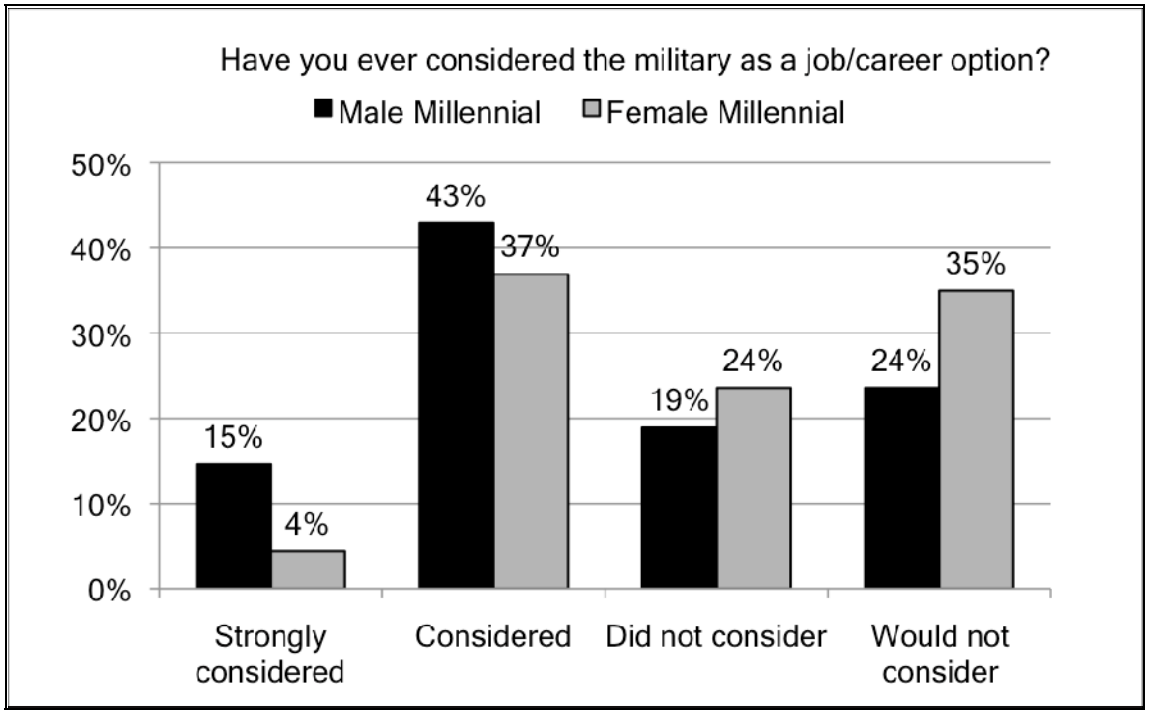

Figure 17. Percentage Distribution of Millennial Responses Regarding Consideration of the Military as a Job Option (by gender)

Male Millennials reported higher rates of *ever* considering the military as a job or career option (a total of 58 percent) than did female Millennials who reported *ever* considering the military (a total of 41 percent). Conversely, in the present study, female Millennials have higher rates of not considering the military (a total of 59 percent) than do male Millennials not considering the military (a total of 43 percent). This finding corresponds with the JAMRS June 2010 Youth Poll Findings Presentation (JAMRS, 2010a), which found that young men tend to have a higher propensity to consider the military than both the aggregate and young women in the study. This could possibly be due to the higher percentage of young women who are focused on attending college. Perhaps the male-dominant culture of the military and the (perceived) limited military opportunities for women tend to dissuade many female Millennials from considering the military as an option.

Also, the JAMRS 2010 In-Depth Study: General Population Survey Results Brief (JAMRS, 2010b) found that young men were also more likely than their female counterparts to say they could accomplish military-related tasks or requirements. These tasks or requirements included: successfully completing boot camp; leaving friends and family; succeed in a highly-structured environment; and meet physical demands.

3. Why have Millennials NOT Considered the Military?

Figure 18 compares responses from the present study with those from the 2001 study on the question: “Why have you not considered the military as a job/career option?” Note the double x-axis in Figure 18. The top x-axis relates to the choices provided in the present survey, and the bottom x-axis relates to the choices given in the 2001 survey.

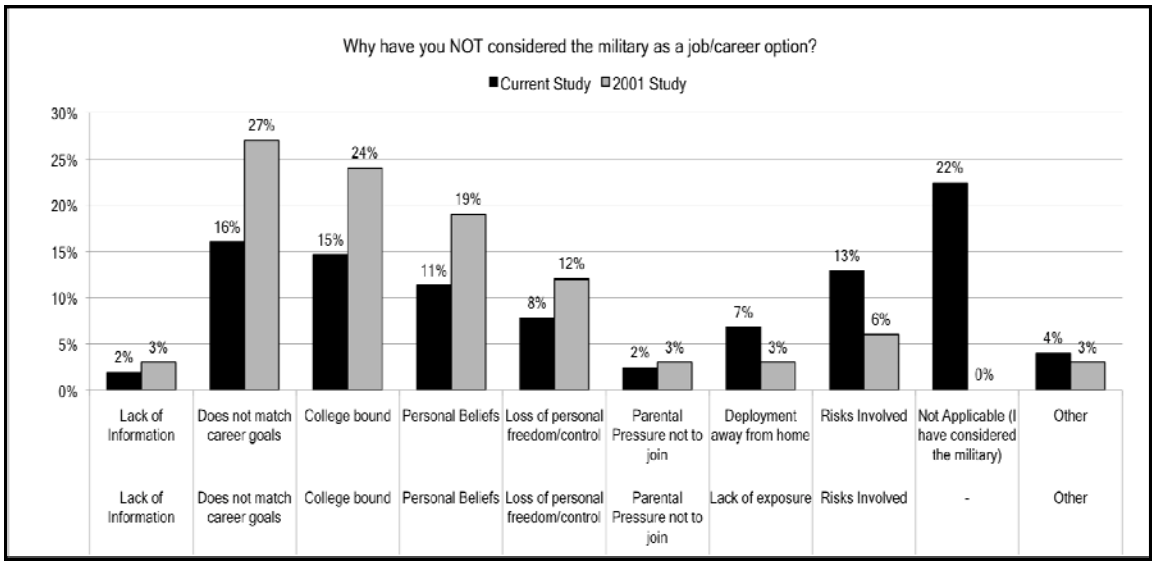

Figure 18. Percentage Distribution of Millennial Responses on Reasons for NOT Considering the Military as a Job/Career Option (compared to 2001 study)

As seen here, the most popular choice in the present study was "Not Applicable (I have considered the military)," with 22 percent. The 2001 study did not offer this choice. Responses on the other reasons are distributed as follows in the present study. "Does not match career goals" (16 percent); "College bound" (15 percent); "Risks involved" (13 percent); "Personal beliefs" (11 percent); "Loss of personal freedom/control" (8 percent); "Deployment away from home" (7 percent); "Parental pressure not to join" (2 percent); and "Lack of information" (2 percent).

Four percent of the sample from the present study selected "Other" and elaborated with the following: "Medical reasons;" "Grew up military and I do not want that lifestyle;" "Lies and misleading information from recruiters;" "Bush was President;" "I do not support the current war;" "I don't want to kill people;" and "Too stressful!"

The findings of the present study are fairly consistent with those from the 2001 study. In 2001, respondents stated: "Does not match career goals" (27 percent); "College bound" (24 percent); "Personal beliefs" (19 percent); and "Loss of freedom/control" (12 percent). Although large differences can be seen in the percentages for the top four reasons in each of the studies—"Does not match career goals" (16 percent in 2011 versus

27 percent earlier), “College bound” (15 percent versus 24 percent), “Risks involved” (13 percent versus 6 percent), “Personal beliefs” (11 percent versus 19 percent), and “Loss of freedom/control” (8 percent versus 12 percent)—these differences could be attributed partly to the absence of the “Not Applicable (I have considered the military)” option in the 2001 study. By excluding the “Not Applicable” choice from the 2011 results, as shown in Figure 19, the responses from both studies appear less divergent.

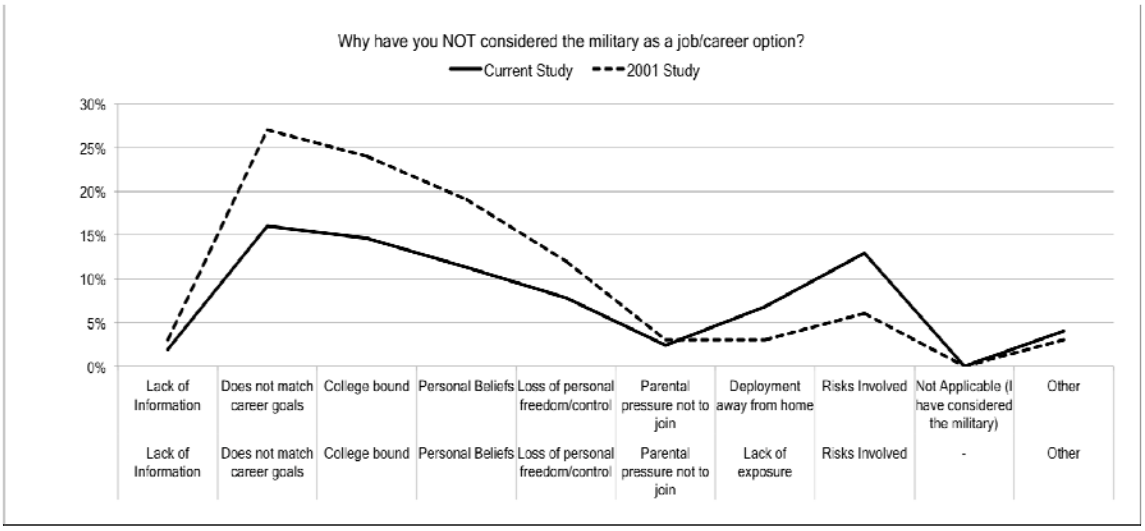

Figure 19. Response Slope Line Comparison from both Studies for Question 7

a. Risks

A number of Millennials in the focus-group discussions freely expressed their concern over the risks involved in military service. “I don’t want to die!” and “I don’t want to have to kill people!” was a response from more than a few students. Eighmey (2006) found (through studying a number of youth polls) that a very important job condition for young adults is an environment free from physical harm or danger. Undeniably, the nature of military service, especially during war, exposes those who serve to potential physical and mental health disabilities (Kelty, Kleykamp, & Segal, 2010).

The JAMRS June 2010 Youth Poll Findings Presentation (JAMRS, 2010a) reported that more than 55 percent of youth believe that returning members were likely to have a physical injury or psychological/emotional problem. Several students

believed that persons who join the military (regardless of service branch) go to boot camp, get issued a uniform and a rifle, and immediately thereafter are shipped overseas to engage in combat. The reality is that young adults are afraid of what they think they know, but they are even more terrified by what they *don't* know (Wilcox, 2001). The risk of possible injury (or death) is historically associated with military service, since wars are the most visible use of the military and international threats are omnipresent. However, the majority of youth in the focus-group discussions seemed to express an exaggerated view of the risks to which they might be exposed in the military. Focus-group participants credited popular movies and the news media with shaping these views. Some even credited video games.

b. Personal beliefs

In focus-group discussions, a number of students mentioned personal beliefs as a reason why the military was not considered, but the topic was not further explored.

c. Loss of Personal Freedom/Control

As conveyed in focus-group discussions of both the present and 2001 studies, today's youth value their personal freedom a great deal and many do not see the military as an activity that would provide them with an acceptable, comfortable level of autonomy. According to Eighmey (2006), poll data report that "having personal freedom" is a top-rated job requirement for today's youth. As one student commented in a 2012 focus group: "When you sign up in the military, they own you and you have to do everything they tell you to do! And you can't just quit like you can with a regular job." Others commented that the military is "too strict" and that there is "too much discipline." Colin Powell (2007) noted in a presentation, "college life serves as a 4 year 'incubation period' that eases a parent-dependent teen into a self-reliant adult, and the military is seen as getting into the 'frying pan' with hard work, discipline, and wearing uniforms." Wilcox (2001) attributes the significance of autonomy for Millennials to technology, controlling parents, and childhood responsibilities. Despite Millennials' dependence on their parents, tech-savvy youth tend to become very independent early in life, as they

develop the ability to do much on their own—quickly and without supervision. The watchful eyes and protective arms of "over-sheltering" parents may be perceived by Millennials as "smothering," creating a need to break loose and "breathe." Many young adults see the military as stepping back into the same type of controlled, suffocating environment.

d. Deployments Away from Home/Separation from Family

Family separation was an option in the 2011 survey, but not in the 2001 survey. However, it was discussed in both the earlier and later focus-group discussions. Wilcox (2001) received a high number of responses during his study concerning family separation. Similarly, family was a very important consideration to many of the participants in the present study, as they are accustomed to a lot of family support. When military service was the topic of discussion, a number of students expressed their concerns about having to leave their families and loved ones for military purposes, saying: "I don't want to be shipped away," "I want to bring my family along," and "I want to be there when my baby is born." Millennials realize that family separation is a part of the military lifestyle, but it is apparently something that a lot of young adults are not yet ready or willing to do.

e. Parental Pressure Not to Join

Millennials were very fortunate growing up (unlike the preceding Gen X generation), tending to have more supportive, engaged parents who reportedly worked hard to ensure a safe and productive future for them (Strauss & Howe, 2000). Although both generations tend to respect and highly regard their parents' opinions and expectations about future-related decisions, Millennials seem to have developed a stronger internal expectation to succeed, and seek to engage in behaviors that are consistent with their beliefs and values (Eighmey, 2006). The low percentage of responses from both the current and 2001 studies (2 percent and 3 percent, respectively) regarding "parental pressure not to join" are consistent with that notion. Eighmey (2006, p. 311) also found that "the social goals of 'earning respect of people who are important in your life' and 'receiv[ing] approval of your parents' were replaced by a single item

focused on making a positive difference in the community." This ties into the strong internal need of today's youth to be a part of something bigger and provide assistance to others, as well as their shifting away from required parental consent. Colin Powell (2007) cites sources finding that 66 percent of freshman surveyed in 2005 said it was "essential or very important" to help others.

f. Lack of Information

More than ten years after Wilcox's (2001) study, the findings of the present study are still very similar: the majority of young adults who participated in the present study do not have much information or knowledge about the military (with the exception of a small number of students in the current sample who were actually in the process of enlisting.) JAMRS (2005) Youth Poll Report and Crosstabulations also found that both male and female youth reported relatively low levels of military knowledge. Many current study participants did not know that there were five branches of the military. The majority of students did not know the difference between a military officer and an enlisted member. As shown in Figure 18, the reason "Lack of information" received only 2 percent of responses in the present study and 3 percent of responses in the 2001 study as a reason they had not considered the military as a career option. This low percentage may suggest that Millennials think they have all the information they need about the military; or, similarly, they may think that their misperceptions or misinformation come from credible sources. This could be a result of lack of exposure, lack of interest, or a lack of trust, or too much trust, in the available sources of information. Much of what the students in the focus-group discussions "knew" about the military was received from the news media, TV shows, and popular movies, and the majority of focus-group opinions of military recruiters (the gate-keepers of military career information) were negative. Hard copy and online military information is available for each service branch, but not many of the Millennials in the sample acknowledged accessing it or even being interested in it. Perhaps, the lack of initiative to gain knowledge about the military leads to indifference in considering the military as a career option.

g. Why have Millennials NOT Considered the Military? (by Gender)

Figure 20 shows the current questionnaire results, by gender, for why Millennials have not considered the military.

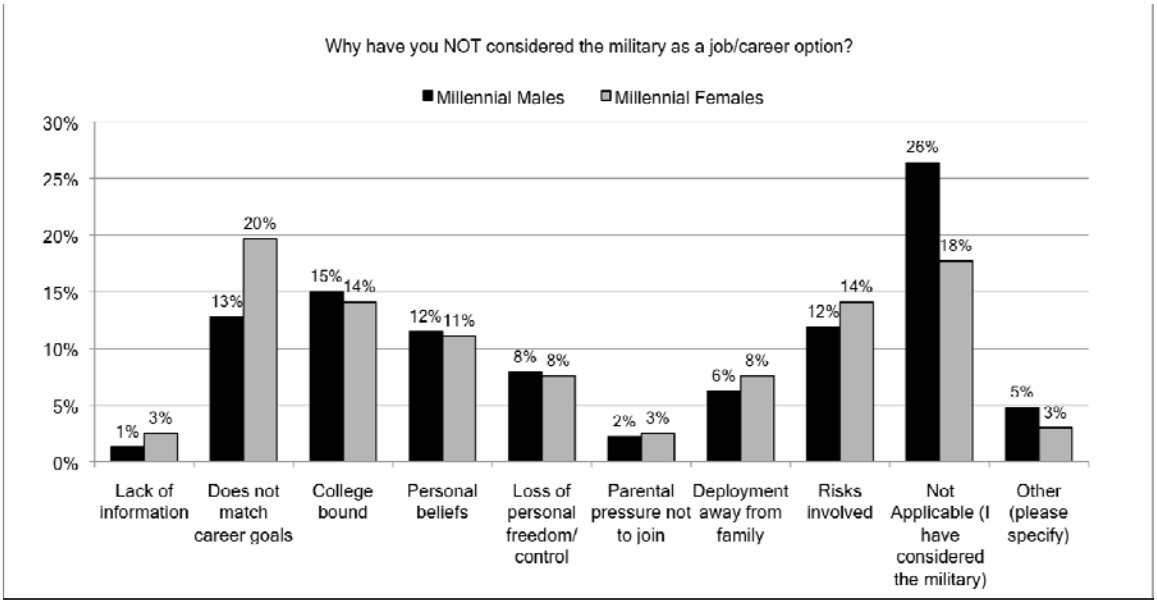

Figure 20. Millennial Responses on Reasons for NOT Considering the Military as a Job/Career Option (by gender)

As seen in Figure 20, the majority of male Millennials (26 percent) gave the response "Not Applicable (I have considered the military)." Among those who have not considered the military, the majority of male Millennials reported "College bound" (15 percent) as the top reason, followed by "Does not match career goals" (13 percent), and "Personal Beliefs" and "Risks involved" (both at 12 percent). Among female Millennials who did not consider the military, the majority selected "Does not match career goals" (20 percent) as the top reason, followed by "College bound" and "Risks involved" (both at 14 percent). Fors and Chirillo (2010) also report "Possibility of injury/death" and "Prefer College" as the top reasons why both male and female youth do not consider the military. Wilcox (2001) found that family separation was a dominant concern for the female Millennials in his study. Female Millennials in the current study

also were more likely to report "deployments away from family" than their male counterparts. Furthermore, Eighmey (2006) analyzed youth polls regarding youth enlistments and also found that Millennial females held a strongly negative view based on moving away from family and friends.

4. Why Might Millennials Consider the Military as a Career Option?

Although Millennials listed and discussed a number of reasons why they have not considered the military as a career option, they also recognized some positive attributes. Figure 21 shows the responses of Millennials in both the current and 2001 studies to the question: "What are the reasons you MIGHT consider the military as a job/career option?" Note the double x-axis in Figure 21. The top x-axis relates to the choices given in the present study and the bottom x-axis relates to the choices given in the 2001 study. The choices varied slightly.

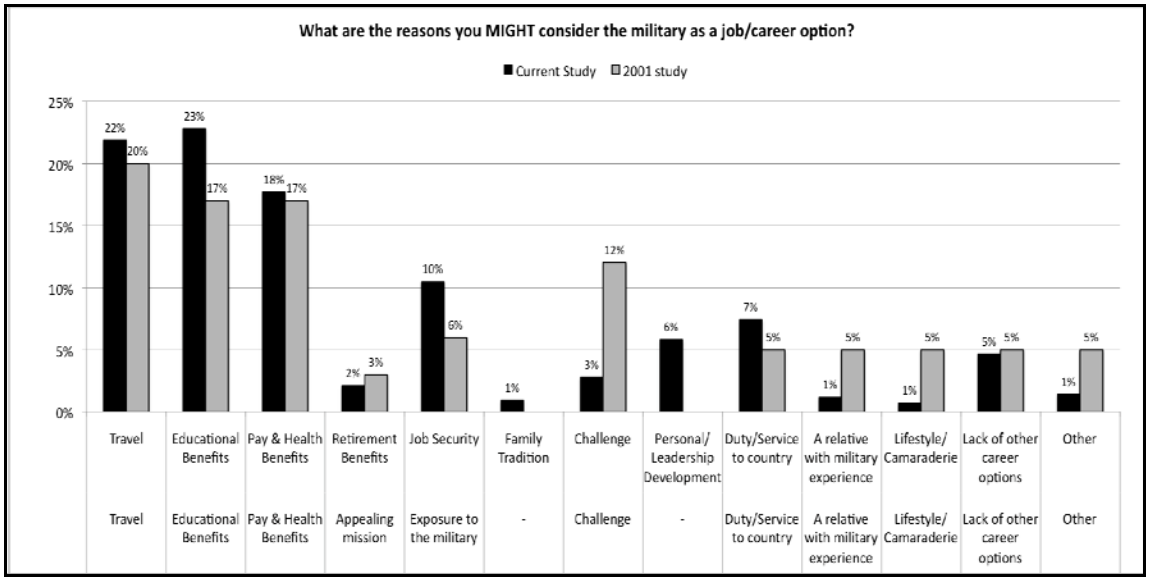

Figure 21. Percentage Distribution of Millennial Responses on Reasons Why They MIGHT Consider the Military as a Job/Career Option (compared with 2001 study)

The most popular reasons for Millennials in the current study are as follows: "Educational benefits" (23 percent); "Travel" (22 percent); "Pay & Health Benefits" (18 percent); "Job Security" (not included on the 2001 study) (10 percent); "Duty/Service to country" (7 percent); "Personal/Leadership development" (not included on the 2001 study) (6 percent); and "Lack of other career options" (5 percent). These findings are consistent with information presented in the JAMRS 2010 In-Depth Study: General Population Survey Results Brief (JAMRS, 2010b), which states that the top four reasons for youth joining the military are *extrinsic* tangible reasons: (1) Pay/Money; (2) Pay for Education; (3) Benefits (healthcare, retirement); and (4) Potential to travel.

The most popular reasons in Wilcox's 2001 study are as follows: "Travel" (22 percent); "Educational Benefits" (17 percent); "Pay & Health Benefits" (17 percent); "Challenge" (12 percent); "Exposure to the military" (6 percent); "Duty/Service to country" (5 percent); "A relative with military experience" (5 percent); "Lifestyle/Camaraderie" (5 percent); "Lack of other career options" (5 percent); and "Other" (5 percent).

Despite the variation in choices between the two studies, Wilcox (2001) also found that Millennials were more concerned with individual gains and benefits provided by the military than they were with "serving the greater good." Extrinsic, tangible reasons may be the top drivers for youth to join the military—perhaps because extrinsic benefits may be the only benefits that they perceive the military offering. Intrinsic reasons in both studies received similar responses. In the present study, the intrinsic responses added up as follows: "Challenge" (3 percent) + "Personal/Leadership Development" (6 percent) + "Duty/Service to country" (7 percent) = 16 percent. In the 2001 study, the intrinsic responses added up to a similar total: "Challenge" (12 percent) + "Duty/Service to country" (5 percent) = 17 percent. A comparison of extrinsic and intrinsic rewards is discussed below in this chapter.

Wilcox (2001) observed that Millennials were attracted primarily to three features of the military: (1) *Self-Improvement* (self-discipline, personal responsibility, improved physical condition and fitness, and maturation); (2) *Tangible benefits* (salary, paid leave, medical benefits, money for college, and the opportunity to travel); and (3) *Esteem of*

Service (pride, honor, prestige of the uniform, respect). Recent studies find that over 65 percent of youth agreed that the military provides good general medical care to its members and veterans (JAMRS, 2010a).

a. Why Might Millennials Consider the Military as a Career Option? (by Gender)

Figure 22 displays the current study questionnaire results, by gender, regarding reasons Millennials might have considered the military.

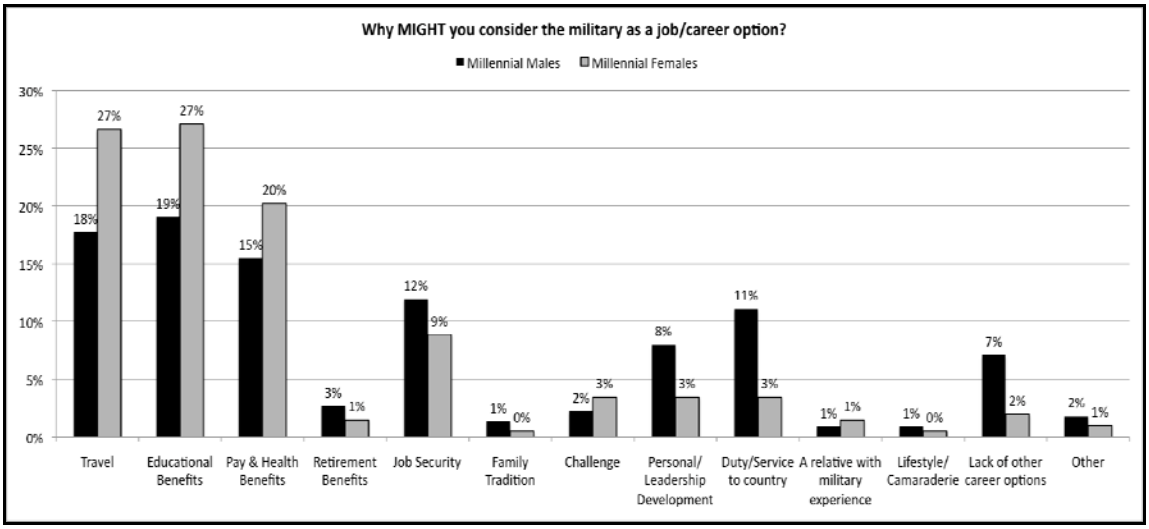

Figure 22. Percentage Distribution of Millennial Responses on Reasons Why They MIGHT Consider the Military as a Job/Career Option (by gender)

The top four reasons for male Millennials were extrinsic in nature: "Educational Benefits" (19 percent); "Travel" (18 percent); "Pay & Health Benefits" (15 percent); and "Job Security" (12 percent). These percentages add up to 64 percent. On the other hand, male Millennials reported the following intrinsic rewards: "Challenge" (2 percent); "Personal/Leadership Development" (8 percent); "Duty/Service to country"; and (11 percent)**.** These intrinsic reasons total 21 percent. In comparing this total with the combined total of Millennials who reported reasons (see Figure 21), it can be seen that men are 5 percentage points more likely to mention intrinsic rewards.

The top four reasons for female Millennials were also extrinsic: "Educational Benefits" (27 percent); "Travel" (27 percent); "Pay & Health Benefits" (20 percent); and "Job Security" (9 percent). Thus, a total of 83 percent of the reason chosen by women can be described as extrinsic. At the same time, female Millennials chose the following intrinsic reasons: "Challenge" (3 percent); "Personal/Leadership Development"; and "Duty/Service to country" (3 percent), for a combined total of 9 percent. This value is 7 percentage points lower than the total percentage of Millennials as a whole (16 percent) in the present study who reported seeking intrinsic rewards.

These findings are consistent with the JAMRS Teenage Research Unlimited (TRU) Study (Fors & Chirillo, 2010), which found that "Pay/Money" and "To pay for future education" were the top reasons why both male and female youth might consider the military. However, more male participants reported intrinsic, intangible benefits—such as personal and leadership development, and service to country—than did their female counterparts. Eighmey (2006) also found that Millennial women reported a higher preference than did their male counterparts for extrinsic motives, such as: "Have a good paying job that allows you to live comfortably"; "Benefits package that includes health care and retirement fund"; and "Opportunity to travel." This could possibly be due to a strong drive for independence among female Millennials. In a report by Edelman/StrategyOne (Brinker, 2010), 96 percent of Millennial women worldwide listed "independence" as their most important life goal.

5. Extrinsic and Intrinsic Rewards

a. What Would Make the Military a More Attractive Career Option?

Wilcox (2001) discussed the Military Marketplace Model (Figure 2) in his study and pointed out that the Marine Corp successfully attracted the Millennial market by providing intrinsic, intangible benefits such as "self-discipline" and "leadership skills" instead of focusing on rational, tangible rewards such as monetary bonuses and college reimbursement. It appears that Millennials appreciate the tangibles, but to really appeal to

them, intrinsic, intangible benefits must be available as well. Figure 23 displays the results of the present study regarding what "would make the military a more attractive career option for Millennials."

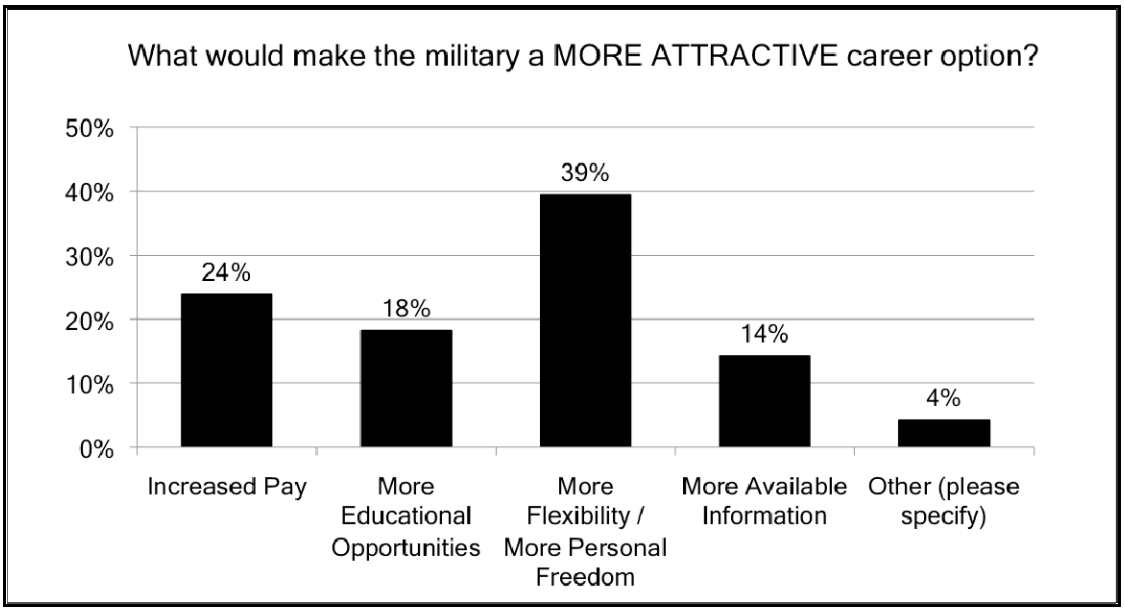

Figure 23. Percentage Distribution of Millennial Responses Regarding "What would make the military a MORE ATTRACTIVE career option?"

The intrinsic, intangible benefit of "More Flexibility/More Personal Freedom" received the most responses (39 percent), while rational, tangible rewards, "Increased Pay" and "More Educational Opportunities," received the next highest number of responses (24 percent and 18 percent, respectively.) In the workplace, Millennials tend to desire work and career flexibility (Brown et al., 2009). Kenneth Thomas (2009, para. 6) also points out that "pay is an important consideration for most workers in accepting a job… however… we find that extrinsic rewards are now less important, as day-to-day motivation is more strongly driven by intrinsic rewards."

In the current study, participants expounded on the "Other" response during focus group discussions with comments such as: "Making a difference in the workplace"; "Less stringent commitment requirements"; "Free money and education"; "Honest recruiters"; "Take better care of veterans and soldiers"; "Being able to bring

family along"; "No lies from recruiters"; "Allow people with criminal records to serve"; "Shorter contracts"; "Guaranteed job option before enlisting"; and "Knowing that the military isn't just about fighting and battles, much more behind-the-scenes and showing that in commercials." Many of these responses pertain to benefits and opportunities already available in the military. Fourteen percent of the participants selected "More information" as their response to this particular question. The information is available in multiple formats and outlets; however, it is apparently not reaching this population effectively.

Interestingly, it was previously shown (Figure 21) that most Millennials in the current study reported the extrinsic, tangible benefits of the military as the reasons they may consider serving. Results in Figure 23 indicate a perception that the military does not offer such intrinsic, intangible benefits. Two recent studies by JAMRS had similar findings related to this issue. The JAMRS 2010 In-Depth General Population Survey Overview Report (Anderson, Poling, Marsh, Helland, Zucker, & Boehmer, 2010) found that the intrinsic values of autonomy (self-direction and independence) and humanitarianism (universalism and benevolence) were rated as being highly important among youth, and that these values were perceived as undervalued by the military. The JAMRS Minority Officer Study (JAMRS, 2011a) also found that intangible factors were considered extremely important to youth, but that these youth did not expect the military to provide them. More effective recruiting and advertising practices that engage young people and cater to their intrinsic needs by highlighting these particular values would increase their exposure to more facets of the military and possibly raise their propensity to join the military.

b. What Would Make the Military a More Attractive Career Option? (by Gender)

Figure 24 shows the response comparison between male Millennials and female Millennials regarding factors that they reported would make the military a more attractive career option.

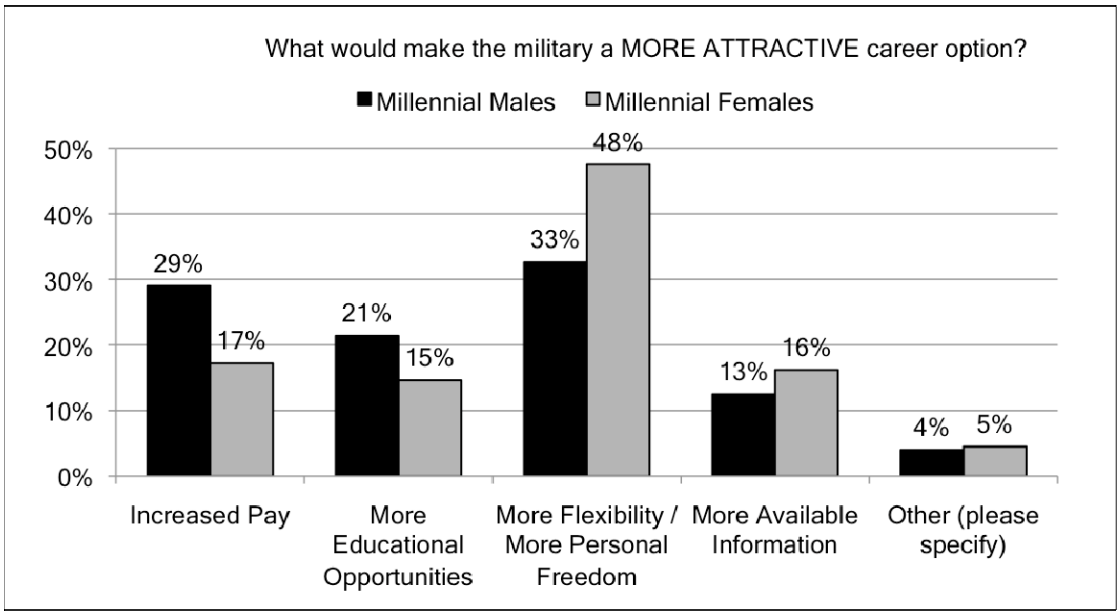

Figure 24. Percentage Distribution of Millennial Responses Regarding "What would make the military a MORE ATTRACTIVE career option?" (by gender)

Results reveal that Millennial women (48 percent) were more likely to report "More Flexibility/More Personal Freedom" than were their male counterparts (33 percent); and that Millennial men (29 percent) were more likely to report "Increased Pay" than were their female counterparts (17 percent). Gender-specific information has been found in other studies regarding attractive employment qualities. For example, a recent survey conducted by Accenture (Jones & Storhaug, 2010) of 1,000 Millennial women found that 70 percent of respondents highly valued work/life balance and 50 percent reported that "flexible work hours" would be helpful in driving professional success. Along the same lines, Taylor (2007), in a study that looked at the salary expectations of college students, found that women tended to say they would accept lower salaries than would men.

c. Millennials' Familiarity with Existing Educational Programs in the Military

Figure 25 displays the results regarding Millennials' familiarity with some existing educational programs in the military.

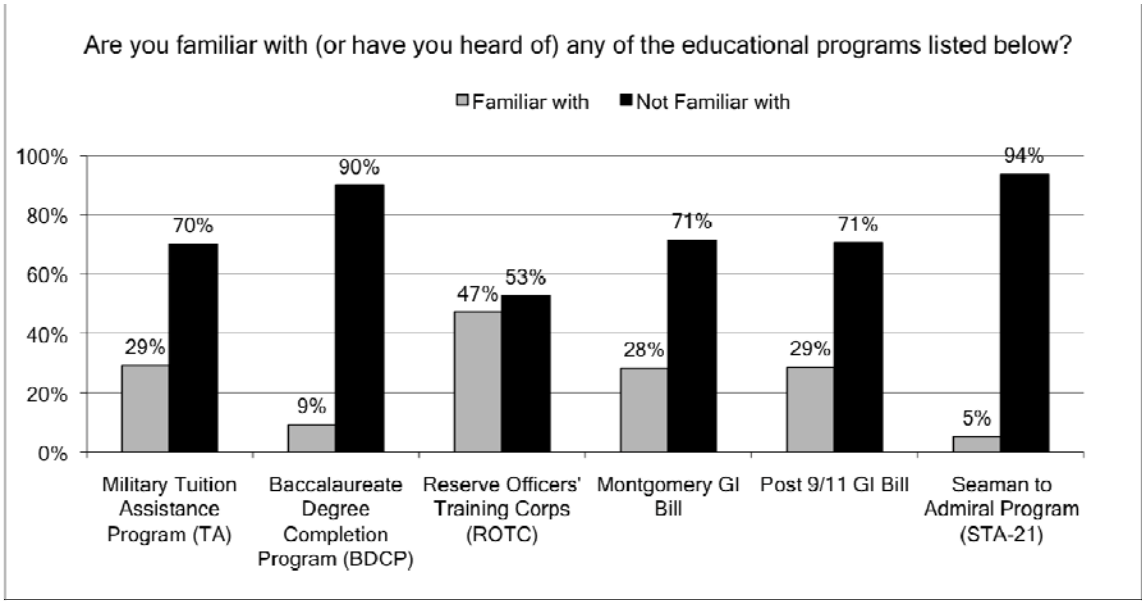

Figure 25. Percentage Distribution of Millennial Responses Regarding their Familiarity with Available Military Educational Programs

As seen previously in Figure 21, Millennials indicated that "Educational Benefits" was the top reason they might consider the military as a job or career option. Nevertheless, the data in Figure 25 reveal that a sizable majority of Millennials claims to be unfamiliar with most of the available educational benefits programs in the military. The programs most recognized by Millennials are ROTC and the GI Bill. Since the question asked, "Are you familiar with (or have you heard of) any of the educational programs?" those who responded may have only "heard of the program," but may not have actually had any accurate information about the program. Wiggins, Marsh, Viera, Marsh, and Boehmer (2005) also found that most youths do not know about many of the available opportunities, despite the fact that one of the strongest tools military recruiters possess is knowledge regarding the various benefits, packages, and opportunities offered

by the military to help young people further their education. These findings suggest that information about military educational benefits and programs should be advertised in a more effective way to increase exposure and attract Millennials.

6. Summary

Nearly all Millennials in the current study acknowledge the necessity for having military forces, but only about half ever considered the military as a career option. At the same time, more young men than young women report have considered joining the military. It is worth noting that proportionately more Millennials reported considering the military in the current study than in 2001. This could be due to a number of reasons, including current events. The September 11th tragedy, which occurred shortly after the 2001 study was published, spiked patriotism to sky-high levels and positively affected the propensity to join. Propensity steadily dropped in the years that followed. The economic recession that began in 2008 is also worth noting, given that generally poor job prospects continued for this group of Millennials well into the period of study.

The top reasons stated by these students for not considering the military as a career—pursuing college, the risk involved with military service, and other career goals—were also consistent with 2001 findings. Parental pressure not to join was among the least reported reasons. Millennial women were also more concerned about deployments and the loss of personal freedom than were their male counterparts.

Extrinsic, tangible benefits—such as educational opportunities, travel, and pay—were the top reasons given by these Millennials as to why they might consider the military as a job option. This is also consistent with the 2001 findings. When current study results are broken down by gender, more female students valued extrinsic, tangible benefits than did their male counterparts. Conversely, more male subjects valued intrinsic, intangible benefits—such personal and leadership development, and service to country—than did their female counterparts.

These results suggest that increased flexibility and personal freedom would likely make the military more attractive for most Millennials. Female participants would also like to have more information available. Male participants would prefer more educational

benefits and increased pay in the military. However, a large majority of study participants are not familiar with the many educational opportunities available to them via the military.

D. PERCEPTION DEVELOPMENT

1. Greatest Influences on Millennial Perceptions of the Military

Developing an accurate perception of the military among today's youth is one of the greatest challenges of recruiting, as many young people are misinformed by various sources. Figure 26 graphically displays the results of the present study and 2001 study regarding the greatest influences on the Millennials' perceptions of the military.

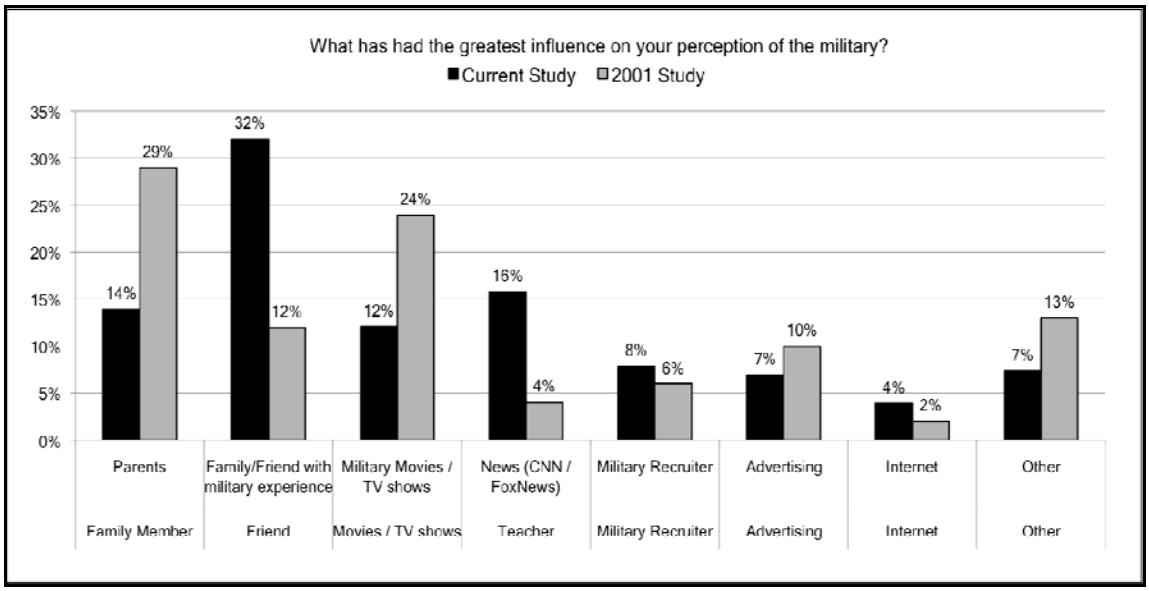

Figure 26. Percentage Distribution of Millennial Responses Regarding the Greatest Influences on Military Perceptions (compared with the 2001 study)

Note the slight differences on the x-axes labels: the top x-axis pertains to the present study, and the bottom axis pertains to the 2001 study. Millennials in the present study reported the following top five influences: "Family/Friend with military experience" (32 percent); "News" (16 percent); "Parents" (14 percent); "Military Movies/TV Shows" (12 percent); and "Military Recruiter" (8 percent).

These findings are somewhat different from the top five responses reported in the 2001 study, as seen in Figure 26. Although the findings of both studies reveal a different pattern of influence, they are consistent with Sackett and Mavor (2003, p. 186), who find report "the single most compelling observation is that parents have a critical influence on their sons' and daughters' career aspirations and achievements." The JAMRS Teenage Research Unlimited (TRU) Study (Fors & Chirillo, 2010) also reports "Family members" as the top source influencing youth impressions of the military, followed by "Media and Television shows."

a. Greatest Influences on Millennial Perceptions of the Military (by Gender)

Figure 26 displays the results of the present study, by gender, regarding the greatest influences on the Millennials' perceptions of the military.

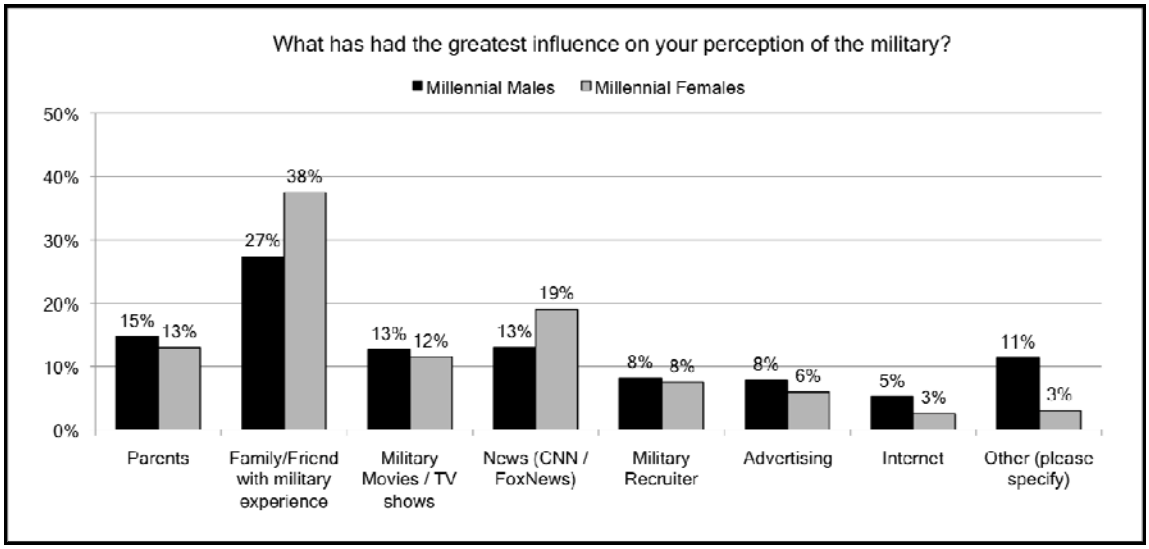

Figure 27. Percentage Distribution of Millennial Responses Regarding the Greatest Influences on Military Perceptions (by gender)

The responses from male and female Millennials in the current study are very similar, with the top response for both being a "Friend/Family with military experience." Emanuel et al. (2005) found that, overall, youth most often turn to people, over any other source, for information regarding the military. It was also reported here that youth place the highest level of trust in people when compared with other sources of information.

The percentage of men and women who reported "Military Recruiter" as the greatest influence on their perceptions of the military was very similar in the present study. However, the JAMRS June 2010 Youth Poll Findings Presentation (JAMRS, 2010a) found that men (42 percent) tend to be significantly more likely to have actually *spoken* with a military recruiter than are their female counterparts (31 percent).

The "News" appears to also influence more female Millennials (19 percent) than male Millennials (13 percent). Emanuel et al. (2005) report similar findings when comparing genders; for example, young women tend to use newspaper articles and TV news more than young men.

2. Personal Influences versus Media Influences

Figure 28 displays a snapshot of the comparison between personal and media influences of the present study and the 2001 study.

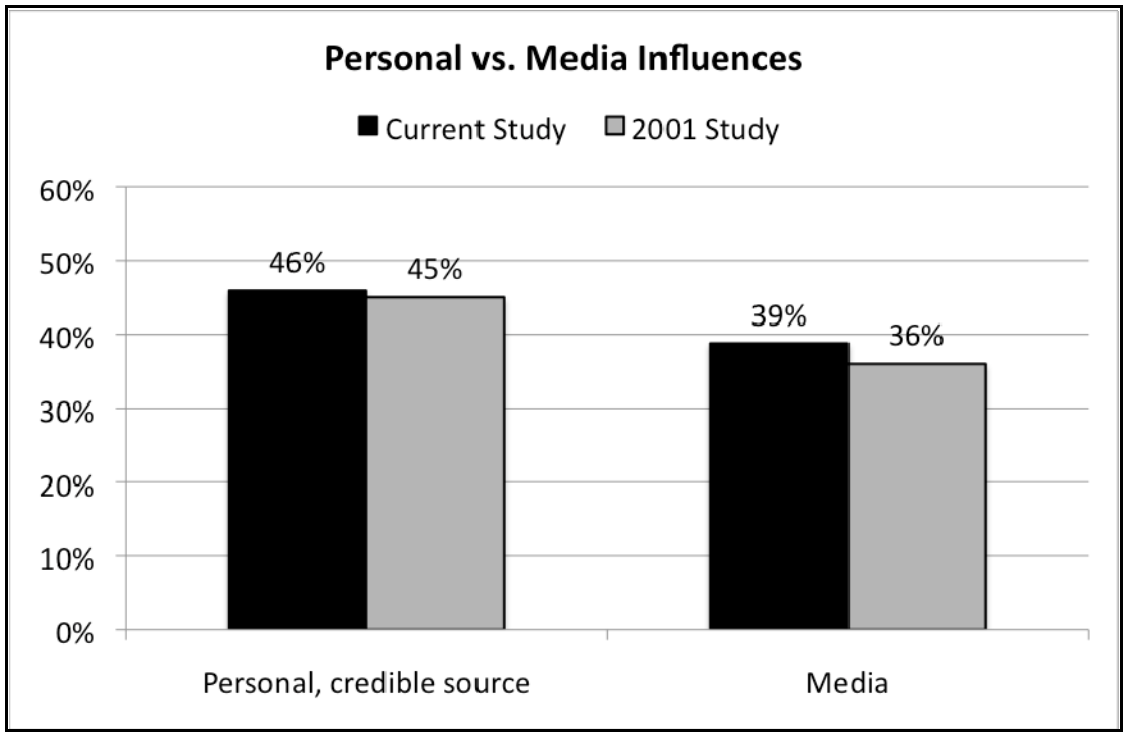

Figure 28. Comparison of Percentage Distribution Regarding Millennial Personal vs. Media Influences (compared with 2001 study)

In present study, personal influence percentages were calculated by adding percentages (from Figure 26) of "Parents" and "Family/Friend with military experience," while media influences were calculated by adding percentages of "Military Movies/TV shows," "News," "Advertising," and "Internet." In the 2001 study, personal influence percentages were calculated by adding percentages (from Figure 26) of "Family Member," "Friend," and "Teacher," while media influences were calculated by adding percentages of "Movies/TV shows," "Advertising," and "Internet." Despite the slight variation in choices of influences in the studies (shown on the x-axes of Figure 28), the results from the present study are very similar to those of 2001 study, with near-split percentages on the strength of influence of personal, credible sources (46 percent and 45 percent, respectively) and media sources (39 percent and 36 percent, respectively). It should also be observed here that the reported influence of the media on the Millennials' perceptions seems odd when weighed against the claim that they place proportionately greater trust in information received through their trusted personal resources.

a. Family and Parents

Figure 26 shows that there are many potential factors that influence youth perceptions of the military and impact youth propensity to enlist in the military, but the strongest factors are found in the social environment, particularly family and friends (Sackett & Mavor, 2003). Parents are *role-incumbent* significant others who have the ability to influence because they hold authoritative roles in the lives of these youth. Sackett and Mayor (2003) further explain that parents are also *person-specific* significant others who may exert influence because they are chosen as exemplars. In the present study, "Parents" received a high percentage of responses (one of the top three responses) as an important influence on Millennials' perceptions of the military—possibly due to their nurturing nature and their continued presence, advice, and assistance to their children that they continue to maintain into later life.

The 2001 study results also indicate "Family Member" (which included parents) having the strongest influence on Millennials' perceptions of the military. The JAMRS Minority Officer Study (JAMRS, 2011a) similarly found that the perceived support from parents and other influencers strongly relates to one's interest and propensity to serve in the military. Over half of adults (53 percent) report that they would recommend joining the Military, and more than two-thirds of adults (70 percent) report that they would support the decision of a youth to join the military (JAMRS, 2011b). Unfortunately, most young adults *believe* their influencers are not supportive of their joining the military. Conversely, of those who had a conversation with a young person about joining the military, influencers were much more positive (at 60 percent) than negative (at 17 percent) (JAMRS, 2011c).

Educating parents, communities and other influencers about the opportunities available in the military and promoting effective communication between youth and influencers must be key, fundamental elements of any recruiting strategy.

(1) Family Members with Military Service. Questions 12 and 13 of the 2011 survey asked Millennials if they had any immediate family members (parents or siblings) or other relatives (grandparents, aunts, uncles, or cousins) with

military experience. Figure 29 displays the percentage of Millennials from the present study and the 2001 study who report having an immediate family member or other relative with military experience.

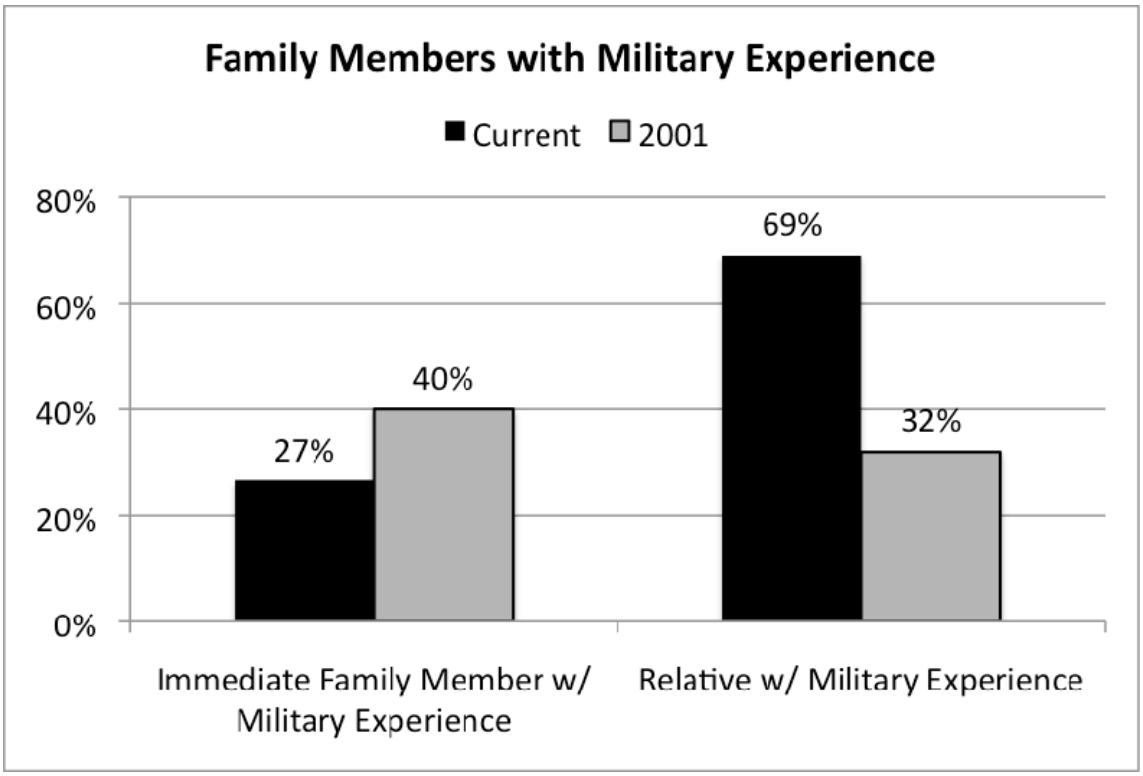

Figure 29. Percentage Distribution of Millennials Who Have Relatives with Military Experience (compared with 2001 study)

A high percentage of Millennials in the present study reported "Family/Friend with military experience" as the top influence on their perception of the military, as shown previously in Figure 26. The results shown in Figure 29 also indicate that a smaller percentage of Millennials (27 percent) in the present study reported having an *immediate family member* with military experience than did Millennials (40 percent) in the 2001 study. But more Millennials in the present study reported having *other relatives* with military experience than Millennials in the 2001 study (69 percent versus

32 percent in 2001). Overall, 48 percent of Millennials in the present study reported having a family member with military experience; this compares with 36 percent in the 2001 study. The findings from this question suggest that Millennials today could possibly experience increased contact or exposure to the military—and possibly receive more information about the military from personal sources and influential significant others—than did Millennials in the 2001 study.

Research shows that having a high veteran population in an area can be very important in determining the success of a local recruiting effort. However, the military veteran population has been shrinking due to smaller forces of the present and disappearing veterans of previous eras (Stafford & Griffis, 2008). Figure 30 displays the projected decline in the aggregate veteran population from 2001 to 2036 (Department of Veteran Affairs, 2010).

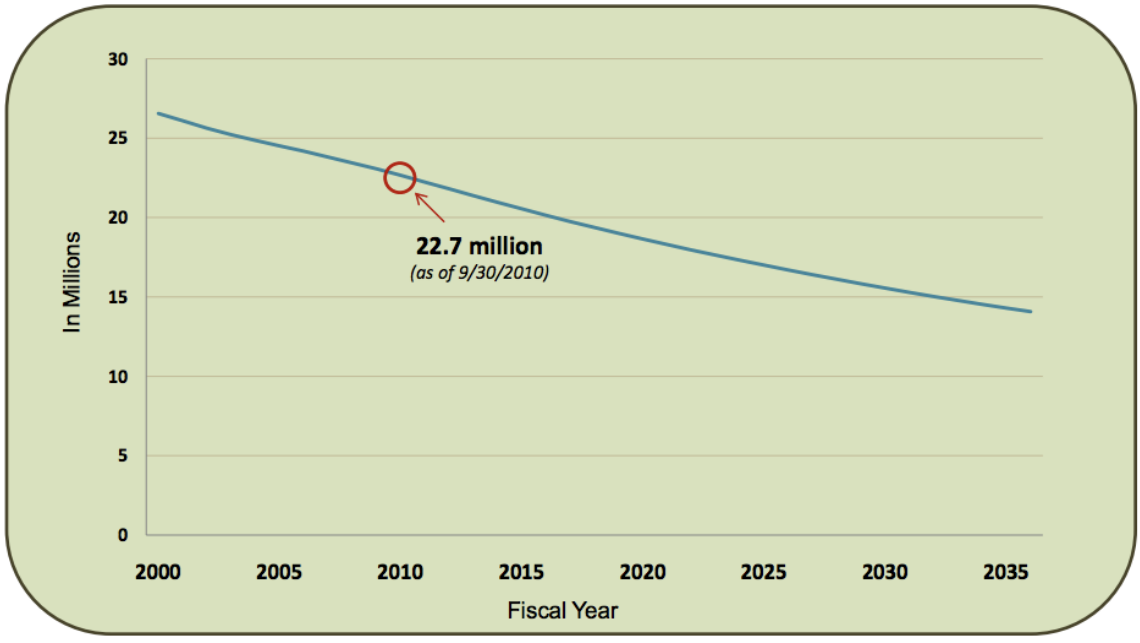

Figure 30. Projected Veteran Population (2000 – 2035) (From Department of Veteran Affairs, 2010)

Veteran family members/relatives are strong influencers on the propensity of youth to serve in the military, and they are highly influential with respect to youth perceptions of the military. Family members with military experience can serve as exemplars that can share knowledge and accurate information about military service. However, Figure 30 shows a decrease by approximately 8 million veterans by 2035. As the veteran population continues to diminish, the military may face increasing recruiting challenges since military-age youth lose a valuable resource of knowledge and experience.

(2) Family Perception of the Military. Figure 31 displays the Millennials' reported family perception of military service. As seen here, the majority of Millennials reported that their family harbors "a mix of positive and negative" feelings toward military service. However, more Millennials see "positive" family attitudes toward the military (a total of 25 percent) than "negative" family attitudes (a total of 18 percent). It is understandable that parents and family members weigh both the pros and cons of military service and conclude with mixed feelings. They perhaps understand the intrinsic and extrinsic benefits available, but do not feel that those benefits are worth the perceived risks, since most Millennials themselves express this same concern. At the same time, Baby Boomer parents of Millennials may be reserved about military service due to certain negative impressions from the draft era of the 1960s and early 1970s. However, Davies and Love (2002) find that Baby Boomers, despite the findings of previous studies, are far more supportive of the military today than they were 30 or more years ago. They tend to hold the military in high esteem, and feel that the U.S. military should be strengthened. This perception could possibly trickle down to influence their Millennial children.

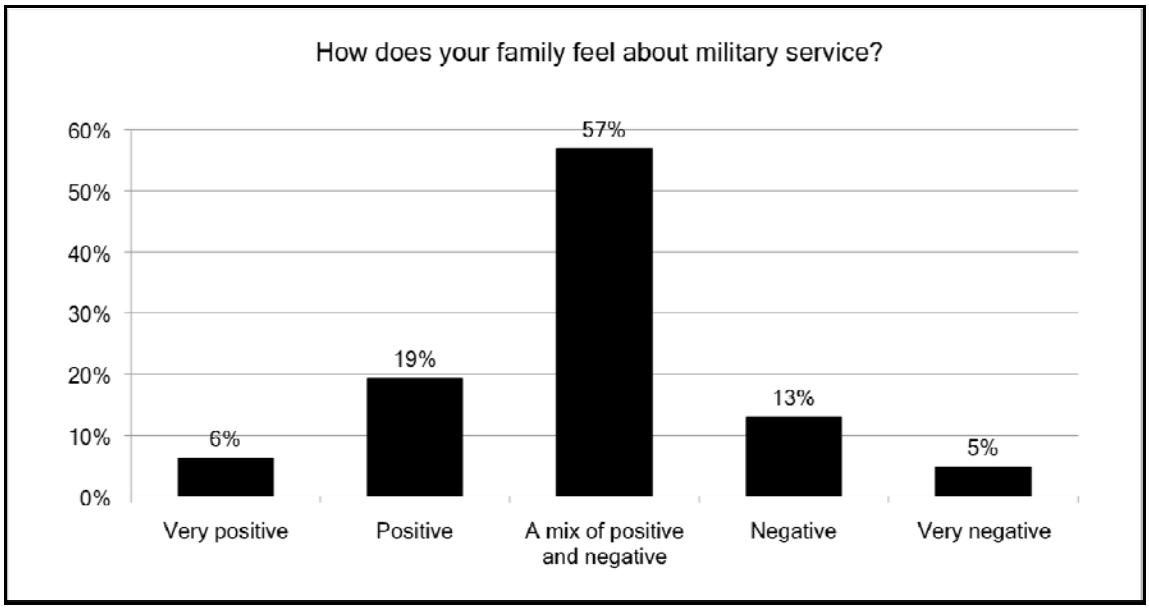

Figure 31. Percentage Distribution Regarding Family Perceptions of Military Service of Millennials

b. News Media

Interestingly, "News" received the second-highest percentage of responses regarding influence on Millennial perceptions of the military—although it was reported as one of the weakest influences regarding their general decision-making (Table 1 and Figure 8). This suggests that, although the military may get high exposure via news coverage, many Millennials remain skeptical. Also, responses from focus-group discussions indicate that many Millennials do not trust or believe much of what they see on news broadcasts. This finding corresponds with that of Wilcox (2001).

c. Internet

In the present study, 4 percent of Millennials (and only 2 percent in the 2001 study) reported that the Internet had the greatest influence on their perception of the military. With the seemingly endless amounts of information available online and the tech-savvy nature of Millennials, finding legitimate information regarding the military should be easy for today's youth. Although each military service branch has its own official website, these results suggest that Millennials tend to rely on the most

immediately available avenues to obtain information on military programs; and searching through an official military website requires both personal interest and effort.

The social network giant, Facebook, has over 500 million active users (200 million users access Facebook via mobile phones) that spend over 700 billion minutes per month on the site (Facebook, 2011). Although there may exist a number of Facebook pages that promote and support the military, the limited number of actual advertisements for military programs on Facebook may account for the small percentage of influence reported in both studies.

d. Military Movies/TV Shows

Movie, media, and television shows received the fourth-highest percentage of Millennial responses in the present study, and the second-highest percentage of Millennial responses in the 2001 study, regarding the greatest influence on perceptions of the military. More than a decade later, *Full Metal Jacket* and *Saving Private Ryan* were still referred to (during focus-group discussions) as the most popular "realistic" depictions of the military, just as they were in 2001. Wilcox (2001) points out that many movies do not paint an accurate or generally positive picture of the military, focusing on substance abuse, fraternization, harassment, death, suicide, violence, and the like. The motion picture industry is a money-making business and exploiting these aspects of the military can help to turn a profit—while violent action often attracts movie-goers. Other movies or TV shows mentioned in 2011 focus-group discussions as influencing perceptions were: *Jarhead*, *The Hurt Locker*, *The Green Zone*, *G.I. Jane*, and *Pearl Harbor*.

e. Military Recruiters

Shown previously in Figure 26, military recruiters were proportionately minor influences on Millennials' perceptions on the military in both 2011 (8 percent) and in 2001 (6 percent). At the same time, Millennials see a big contrast in what is portrayed in the media (negativity) and what is "being sold" by military recruiters and military advertisements (Wilcox, 2001). Ultimately, this contrast can affect levels of trust among Millennials toward recruiters.

It is not surprising, then, that Millennials in the present study reported, via questionnaires and focus-group discussions, that they do not trust military recruiters and that "they are full of lies." Comments include: "They tell you one thing to get you in and after you sign-up, everything changes"; "They sugar-coat the details about jobs in the military"; and "They tell me I wont have to go out to sea."

More recent studies reveal that youth attitudes toward recruiters have actually improved. Sixty-three percent of young adults felt that recruiters care about their well-being, and 53 percent felt that recruiters present a truthful picture of military service (JAMRS, 2010a). However, despite the increase in positive opinions regarding recruiters of the armed services, 50 percent of youth still believe that recruiters use "high-pressure" sales tactics and only 36 percent reported ever speaking with a recruiter (JAMRS, 2010a). Trust and credibility are enormous obstacles for military recruitment. Personally connecting with youth and conveying genuine concern for their future, to build a strong rapport and a high level of trust and credibility, may overcome these obstacles.

3. Summary

Millennials in both the current study and in 2001 rely on personal, credible sources over media sources. In 2011, a family member or friend with military experience was the greatest influence on most Millennials' perceptions of the military, followed by news media, parents, and military movies. Family members were also the top influence in the 2001 study. Further, Millennials in 2001 had more immediate family members with military experience than in the current study. Yet, Millennials in 2011 had more than twice as many "other relatives" with military experience than in 2001. The majority of Millennials rated their family's feelings about military service as a mixture of positive and negative, although more reported positive feelings than negative ones.

Although the media was rated as a strong influence that shapes youth perceptions of the military, Millennials remain very skeptical of what is broadcast in the media. The Internet did not seem to be a strong factor in shaping their military perceptions, despite the fact that youth are constantly "plugged-in." Millennials in 2011 also report mistrust in military recruiters and dislike "high-pressure" sales tactics.

E. SERVICE IDENTITIES

1. Service Preference

Question 11 of the survey asked participants, "If the draft were reinstated and you were REQUIRED to serve in the military, in which service branch would you prefer to serve?" Only the Army, Navy, Air Force, and Marine Corps were presented in the question—to compare results with the 2001 study. Figure 32 shows the military service preferences of these Millennials from both the present study and that of 2001.

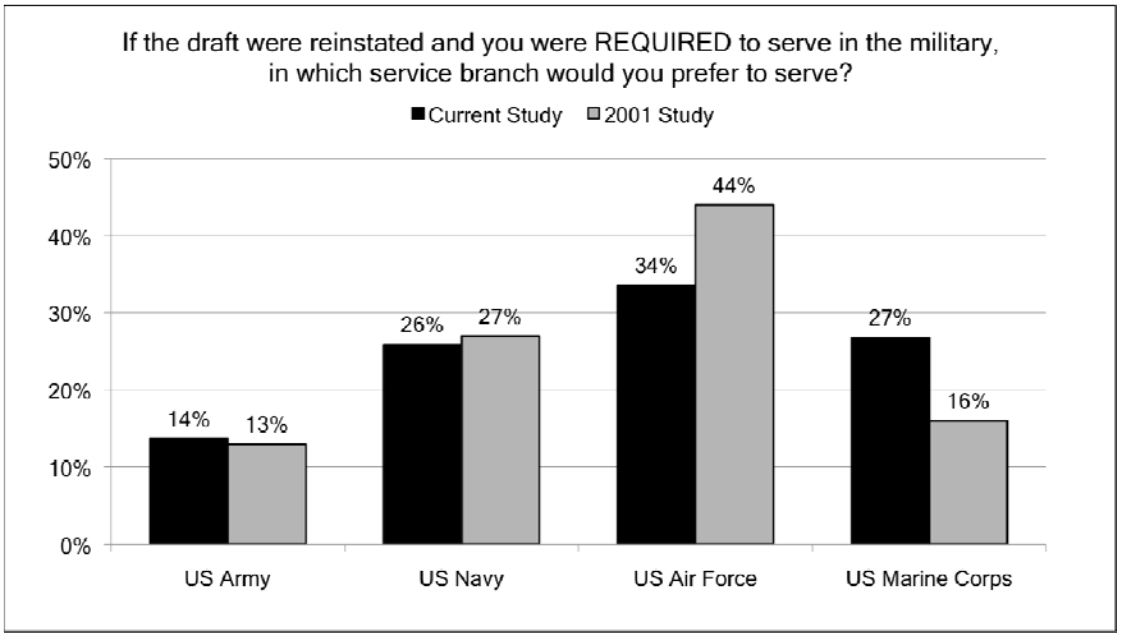

Figure 32. Percentage Distribution of Millennial Responses Regarding Military Service Preference (compared with 2001 study)

As in the 2001 study, caution should be exercised in not "reading too much into" these results, as the participants responded to the question under the condition of a military draft. In terms of preference, the results in 2011 show: Air Force (34 percent); Marine Corps (27 percent); Navy (26 percent); and Army (14 percent). Even after 10 years, the findings from 2010 follow closely with those from 2001.

One reason that the Air Force enjoys the highest level of interest among today's youth is because they are perceived as being extremely high-tech (Tilghman, 2008). This statement is consistent with findings in both studies, as the Air Force received the highest percentage of responses in both. Many Millennials in 2011 tend to believe that the Air Force is the most modern, advanced, innovative, futuristic military service in the United States, if not the world. They also tend to think that all Air Force personnel are pilots or aircrew, and that this particular service does not operate with as much "strict military discipline" as do the other services.

According to Wilcox (2001), the Air Force falls to the far right of the Military Marketplace model (Figure 2), along with the Navy, offering more rational/tangible rewards versus intrinsic rewards. This could possibly explain the 10-percent decrease for the Air Force and 11-percent increase for the Marine Corps in service preference, when compared with the results in 2001. Proportionately more respondents reported that intrinsic benefits would make the military more attractive, thus possibly boosting preferences for the Marine Corps and the intrinsic, intangible rewards that might be associated with this service.

2. Service Preference (by Gender)

Figure 33 displays the military service preferences ("if the draft were reinstated") of male Millennials and female Millennials from the 2011 study.

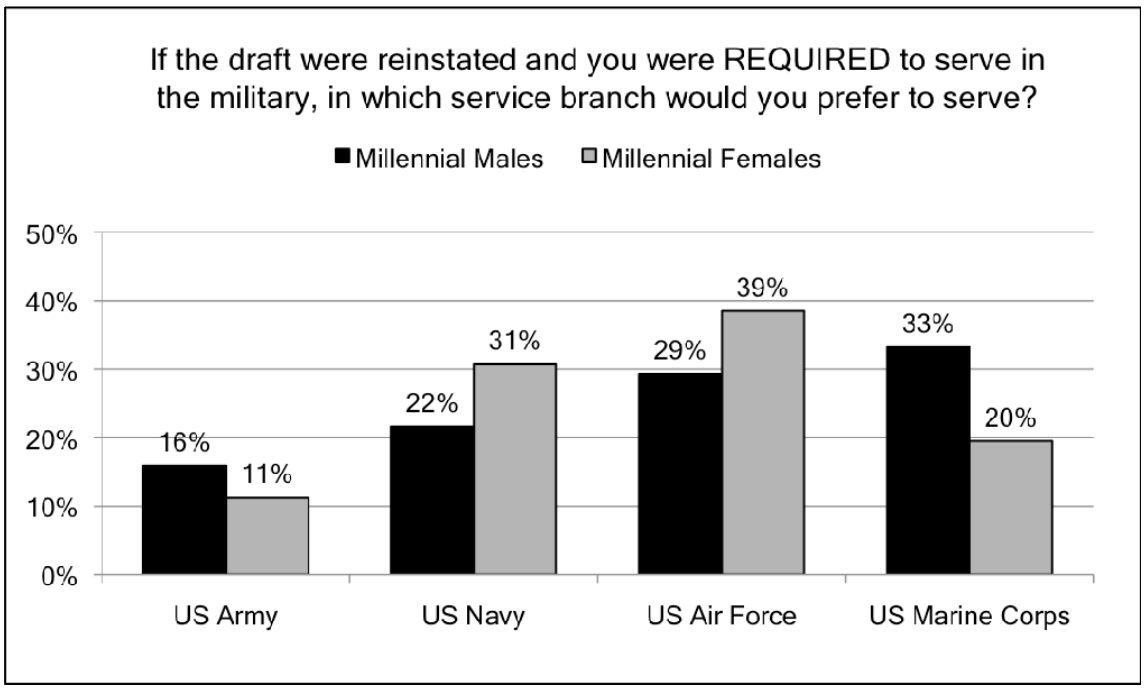

Figure 33. Percentage Distribution of Millennial Preferences Regarding Military Service (by gender)

As seen in Figure 33, preferences for the Marine Corps are divided by 13 percentage points between Millennial men (33 percent) and women (20 percent). Focus-group discussions reveal that the Marine Corps is perceived as the most elite, physically challenging, and physically demanding of all the military service branches. Some male participants indicated a desire to be a part of the exclusive Corps of "The Few and The Proud," appreciating the self-discipline and personal growth associated with it. The lower level of interest for the Marine Corps among women could be due to several factors, including fewer Marine Corps advertisements aimed at recruiting women, the smaller number of occupational specialties available to women, and the combat-oriented image of the Marine Corps. Many of the female participants in the current study observed that the Marine Corps was simply "too hard and too physical." According to Quester and Gilroy (2002):

> The three-month [Marine Corps] basic training or boot camp is tough and generally understood to be the most physically stressful of all the services. Partly because women tend to be less prepared for this arduous training, or

> because women are less committed to sticking it out to become marines, female boot camp attrition is substantially higher than that for men. Such a high initial quit rate for women is not surprising because the Marine Corps is a very nontraditional job choice for them (pp. 116–117).

The Marine Corps also has the smallest female population of all services. English et al. (2010) observe that—as of September 30, 2009—women accounted for only 6.4 percent of personnel in the Marine Corps, but 19.5 percent (the highest proportion among all services) of the Air Force.

Indeed, the Air Force was the most popular service for Millennial women (39 percent), followed by the Navy (31 percent), the Marine Corps (19 percent), and the U.S. Army (11 percent). The Air Force received the second-most preferred service by Millennial men (29 percent), followed by the Navy (22 percent), and the Army (16 percent).

3. Connotations of Each Service Branch

Responses from the 2011 focus-group discussions regarding images and perceptions of each military service include:

a. U.S. Air Force:

"Technology, being on an aircrew and flying"

"Technology and less chance of ground combat"

"Education opportunities available"

"Transformers"

"Top Gun"

"Have the best food"

"Be a pilot"

"Safer"

"Most innovative"

b. U.S. Marine Corps:

"If there were a draft, they would be the first to go out and defend the country."

"Honor and Prestige"

"One of the more structured branches"

"Call to duty"

"Sharp uniforms"

"Hard-core"

"Most physically fit"

"Discipline"

"Friends in the Marines who put me on to it"

"Self-improvement"

c. U.S. Navy:

"Navy SEALs"

"Global Force for Good"

"Technology"

"Opportunity to go overseas"

"Work on ships"

"Top Gun!"

"Pearl Harbor"

"History and tradition"

"Submarines!"

"Travel"

"Because my grandfather was in the Navy"

d. U.S. Army:

"The Army portrays power"

"Cool camouflage uniforms"

"Work on tanks and Humvees"

"Combat job specialties"

"Helicopter pilot"

"Tank drivers"

"Black Hawk Down"

"Combat"

"Saving Private Ryan"

Many participants referred to popular movies that portrayed or featured certain military branches. Again, one participant mentioned the movie, *Transformers*, and the modern, high-tech portrayal of the Air Force. A few participants in focus-group discussions referred to the movie, *Top Gun*, thinking that the Air Force, rather than the Navy, was the military branch depicted in the story. The Marine Corps received many mentions relating to self-discipline and physical fitness. The Navy SEAL program was the most popular and most recognized Navy program. The Navy also received many references relating to tradition and travel. Visiting other countries and global ports apparently appeals to today's youth. The dominant connotations for the Army were based on combat and war scenarios. Despite the huge signing bonuses offered by the Army, young people seem deterred due to the perceived environment, working conditions, and lengthy deployments away from family. Overall, participants mainly held stereotypical images of each service branch, but these do tend to align with each service's basic mission. To effectively recruit to the full span of opportunities available in each service, the "less stereotypical" aspects of each service need to be advertised and promoted more effectively.

4. Recruiting Strategies of the Marine Corps and Navy

Wilcox (2001) discussed recruiting strategies of the Marine Corps and the Navy. In the 2001 study, the Marine Corps' elite brand and culture identities of "Semper Fi" and "The Few, The Proud" were observed to be very successful in appealing to Millennial values and characteristics. Three years before the 2001 study, the Navy had failed to meet its recruiting goals. According to some observers, the Navy had failed due to the lack of a clearly defined and overarching recruiting strategy, and for not having a unique brand identification that related to Millennials (Wilcox, 2001). According to Lancaster and Stillman (2002, p. 165), to be successful the Navy "not only had to change the message, but figure out which values would speak to Millennials that would be consistent with [the Navy's] values." Since then, the Navy has incorporated new recruiting strategies and techniques, and also began heavily advertising already-existing missions—such as humanitarian efforts, anti-piracy, and anti-terrorism—that apply well to Millennial values.

Strauss and Howe (2000, p. 315) predicted that "the armed forces will increase in prestige by becoming, to the public eye, less an outpost for solo gladiators and more a camp for public-works teams." As of 2013, the Navy's advertising slogan, which follows Strauss and Howe's prediction, is "America's Navy: A Global Force for Good." These representative words address a "crucial reward" that is very valuable to Millennials: **"**Making Millennials feel as though they are engaged in work that has meaning" (Lancaster & Stillman, 2002, p. 87). They do not want to participate in something irrelevant; they want to make a difference. Sackett and Mavor (2003) further discuss that Millennials are more prone to promoting the welfare of humanity at large. Today's youth tend to direct their energies toward the resolution of global issues, as opposed to those limited to a national focus.

5. Summary

Participants were asked to state their service preference should the draft be reinstated, creating a scenario that forced a service choice. The perceived automatic opportunity to be a pilot, along with the high-tech, modern appeal of the Air Force, won

that branch the Millennial vote as the service of choice in both the current and 2001 study. However, the intangible, intrinsic rewards of the Marine Corps—as perceived by Millennials—were more appealing to current study participants than they were in 2001. The Navy and Army received approximately the same level of preference as they did in the 2001 study. Proportionately more female participants reported a preference for the Navy and the opportunity to travel than did their male counterparts. Although the identity of each service branch was based on stereotypes and common images, the participants did have a basic idea of the mission of each service branch.

The Marine Corps has been consistently successful in recruiting Millennials, due to a concrete brand and culture identity that appeals to Millennials' intrinsic values and their drive to succeed and achieve personal growth. Apparently, the Navy has changed its recruiting slogan to appeal to this generation's values of becoming part of "something greater" and making a difference in the world. An extended effort has been made to show and advertise other non-warfighting aspects of the Navy, such as global humanitarian aid, emergency medical assistance, disaster relief, and nation-building.

F. DADT

In addition to replicating the 2001 study, a second part of the 2011 research focused on a topic that was drawing high-level political attention and debate at the time: the repeal of Title 10 U.S.C. 654, commonly referred to as "Don't Ask, Don't Tell" (DADT). This policy restricted homosexuals from serving openly in the U.S. armed forces. It should be noted that this subject was not the primary focus of the study. The researcher included this section to gain a basic insight into youth attitudes and opinions regarding the topic because it affected their generation and the recruiting market at the time. This section contains the results of the data collected from Millennials in the present study regarding DADT.

1. Familiarity of DADT

Figure 34 graphically displays the results of Millennials regarding their familiarity with DADT.

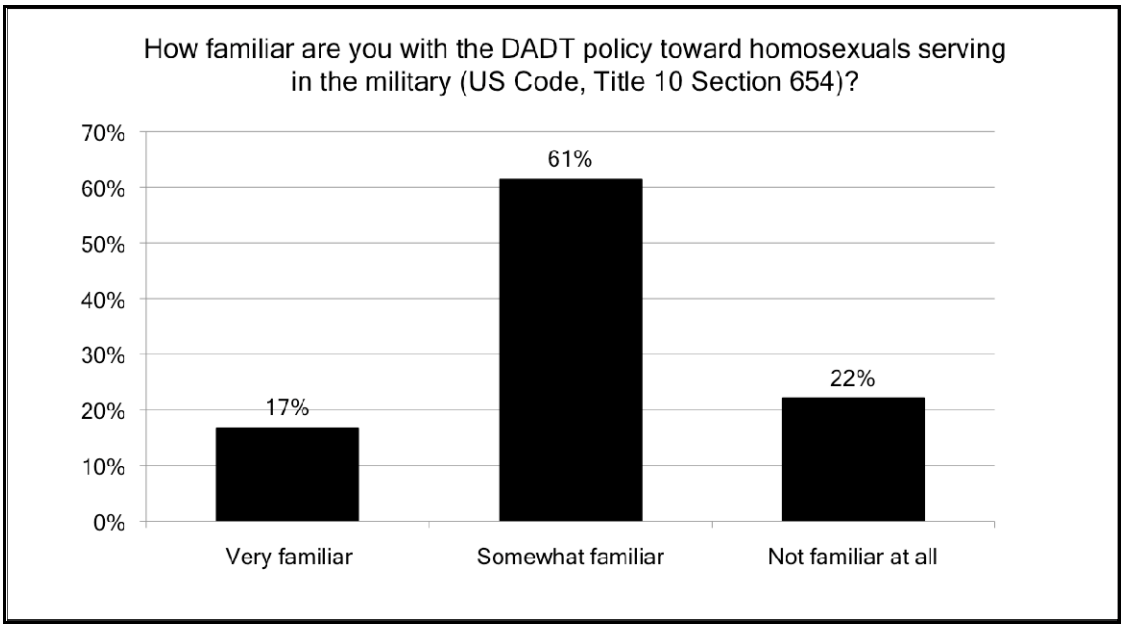

Figure 34. Percentage Distribution of Millennial Responses Regarding Familiarity with DADT

The majority of respondents (61 percent) reported being "Somewhat familiar" with the policy, followed by 22 percent who reported being "Not familiar at all," and 17 percent who considered themselves "Very familiar." A Harris Interactive Poll (Humphrey, 2011) around the time of the survey regarding familiarity with important government legislation found an 80/20 (NET) split with 80 percent of adults (age 18 or older) saying they were "Familiar" with the repeal of DADT and 20 percent claiming they were "Not familiar." The findings of the Harris poll are similar to those of the 2011 study. About four out of five Americans had some general knowledge (or awareness) that the U.S. military did not allow homosexuals to serve openly.

2. General Views about Homosexuals in Society and the Military

Figure 35 shows the distribution of Millennial responses from the present study regarding general views about homosexuals in society and homosexuals in the U.S. military.

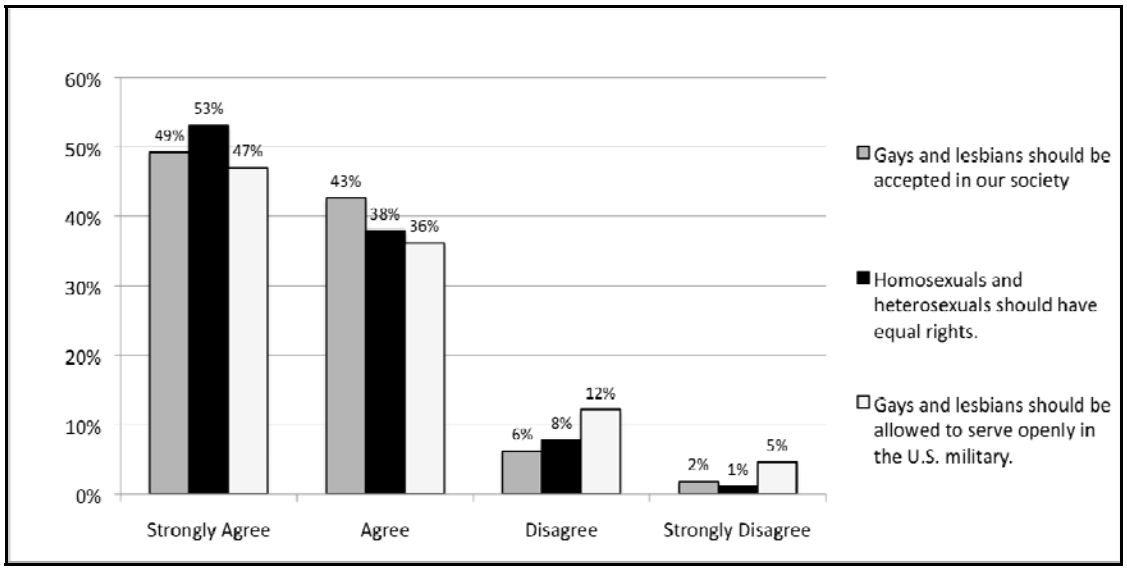

Figure 35. Percentage Distribution of Millennial Responses Regarding their General Views about Homosexuals in Society and the Military

Nearly all of the Millennials in the current study (a total of 92 percent) agreed on some level that gays and lesbians should be "accepted in our society" and that homosexuals and heterosexuals should have equal rights (a total of 91 percent); a somewhat lesser proportion (a total of 83 percent) felt that gays and lesbians should be allowed to serve openly in the U.S. military. These results, although they only represent a case study, demonstrate the cultural-shift taking place across the U.S. regarding views toward homosexuals and equal rights. Public views have shifted dramatically since the introduction of DADT during the Clinton administration. Saad (2010) conducted a Gallup poll and discovered that, over a recent ten-year period, support for moral and public acceptance of homosexual relations has been gradually increasing across the country. In another study some years ago, Drop and Cohen (2008) reported that 75 percent of Americans felt gays and lesbians should be able to serve openly in the military, up from 62 percent in early 2001 and 43 percent in 1993.

3. Views Regarding Homosexuals Serving Openly in the Military

Figure 36 shows the distribution of Millennials' responses, by gender, to a question on the 2011 survey about whether gays and lesbians should be allowed to serve openly in the military.

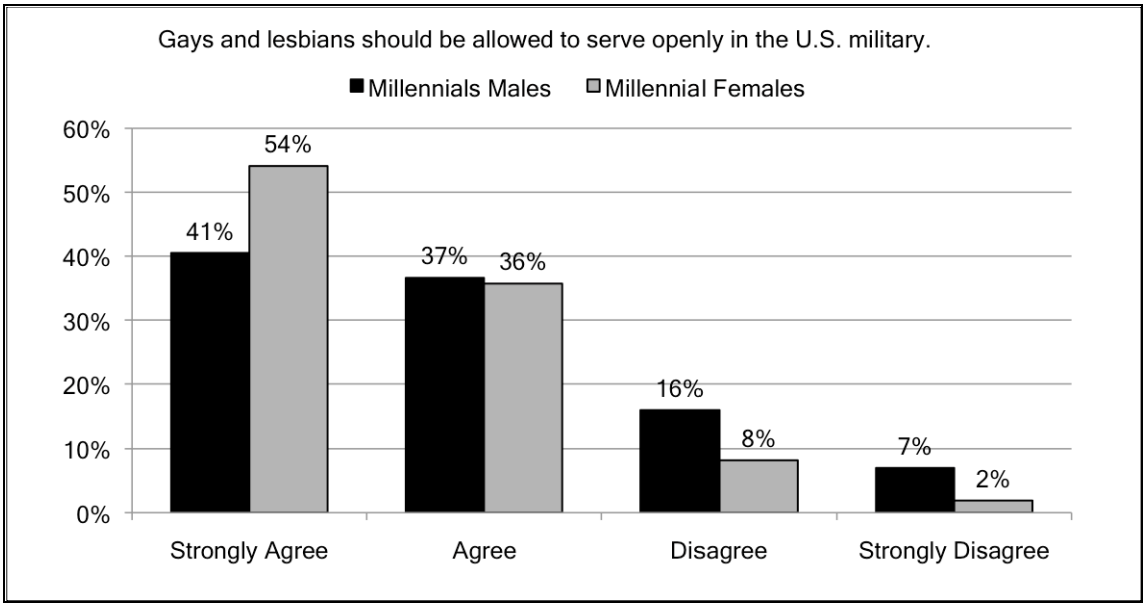

Figure 36. Percentage Distribution of Millennial Responses Regarding the Repeal of DADT (by gender)

As seen in Figure 36, proportionately more female respondents (90 percent) than male respondents (78 percent) agreed, on some level, that homosexuals should be allowed to serve openly in the U.S. military. Data collected in a study conducted by Dropp and Cohen (2008) correspond with these findings: "Women have been more apt than men to support gays in the military and more than 80 percent of women support allowing openly gay soldiers, compared with nearly two-thirds of men." An ABC/*Washington Post* poll (Guskin, 2008) also found that support for gays serving openly is divided by gender, with 66 percent for men and 83 percent for women, who tend to be more supportive of gay rights.

Although male participants in the current study were more likely than their female counterparts to disagree with the statement, the data clearly show that the vast majority of

both male and female Millennials "Agree" or "Strongly Agree" that homosexuals should be allowed to serve openly in today's military. Focus group participants voiced opinions on the topic such as this: "It shouldn't matter if a person is gay or not, just as long as they stay professional and do their job"; and "A person's sexual orientation shouldn't exclude them from protecting their country."

4. Level of Interest in Serving in the Military

Figure 37 shows the distribution of Millennials' responses, by gender, regarding any potential change of interest in serving in the military if DADT were repealed, allowing gays and lesbians to serve openly in the military.

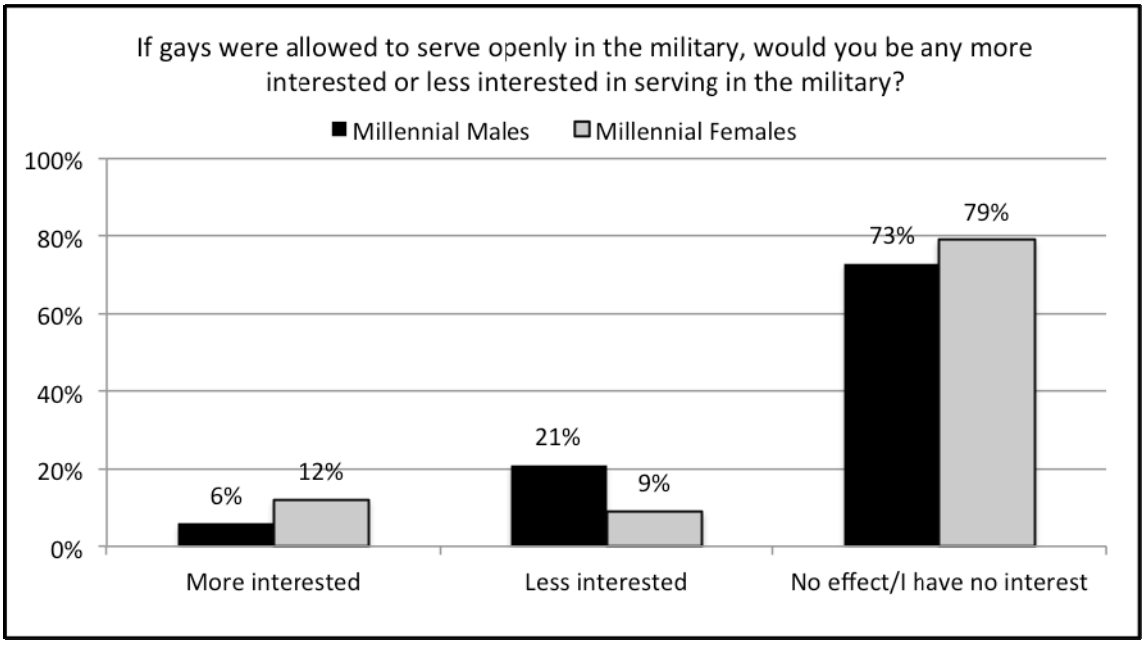

Figure 37. Percentage Distribution of Millennial Responses Regarding Level of Interest in Military Service based on Repeal of DADT (by gender)

The majority of survey respondents reported either "no change/effect in interest" or "no interest at all" with a repeal of DADT. Of those who claimed a possible change in their level of interest, male Millennials were more likely than their female counterparts to report "Less interested" (11 percentage-point difference), and female Millennials were more likely than their male counterparts to report "More interested" (6 percentage-point

difference) in military service should DADT be repealed. These results follow the gender differences shown previously in Figure 36 regarding support for gays serving openly in the military. Since female Millennials tend to show more support than do their male counterparts for allowing gays and lesbians to serve openly, it makes some sense that they might also be more likely to show greater interest in the military if DADT were repealed. However, the responses by men and women in Figure 36 do not necessarily lead to those shown in Figure 37; that is, supporting the removal of DADT doesn't automatically mean that a Millennial should become more or less interested in joining the military. It is interesting to note that the net effect of *combining* "Less interested" with "More interested" is as follows: a total of 15 percent of male Millennials would be less interested and, conversely, three percent of female Millennials would be more interested.

5. Message to Society (by Gender)

Figure 38 presents Millennials' responses, by gender, when asked about their level of agreement/disagreement with the statement, "Acceptance of open homosexuals in the military sends the WRONG message to society."

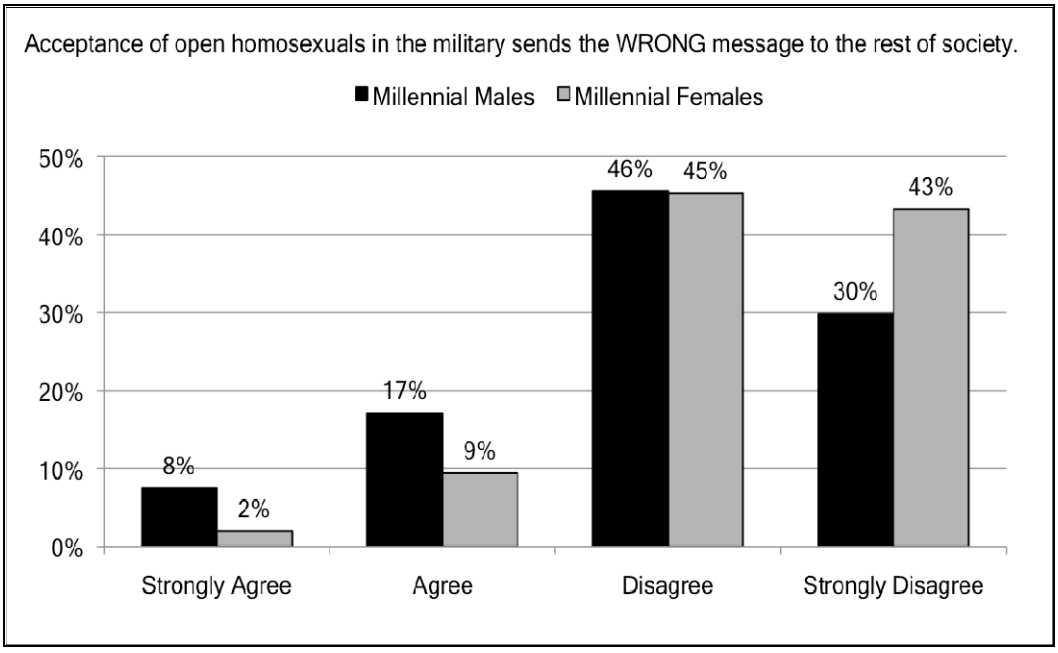

Figure 38. Percentage Distribution of Millennial Responses Regarding DADT Repeal Sending the Wrong Message to Society (by gender)

Figure 38 clearly shows that the majority of Millennials disagreed with the statement. In fact, participants voiced out during focus group discussions with comments such as: "Society already accepts gay people, the military needs to catch up!"; and "I think it's the other way around, society is sending the right message to the military by pushing them to accept everyone that qualified and to stop discriminating people." One particular participant conveyed his disappointment and personal sense of rejection: "I wish I could serve my country like my father and grandfather, but the DADT policy in military rejects me and makes me feel 'not-good-enough' because of my personal sexual preferences." Over a decade ago, Belkin (2001, p. 114) captured the feelings of many focus group participants, who felt that the military was out of step with society: "When the largest employer in the United States sends the message that gays and lesbians should not be treated on an equal basis, that sets a terrible precedent for the civilian sector."

6. Effectiveness of Armed Forces

Figure 38 shows the distribution of Millennials' responses, by gender, to a statement that allowing gays and lesbians to serve openly would increase the military's overall effectiveness.

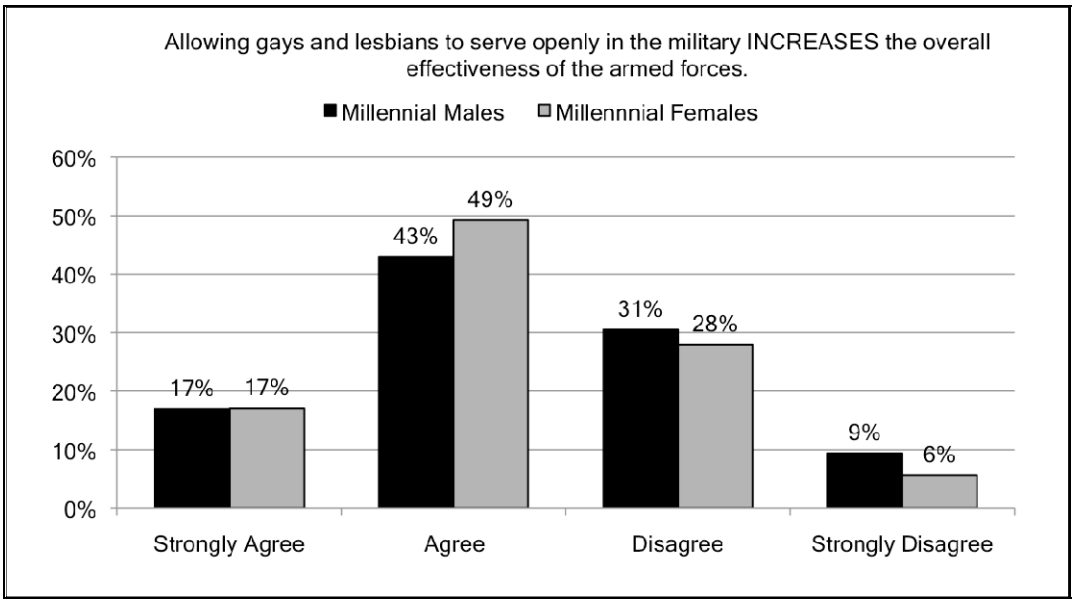

Figure 39. Percentage Distribution of Millennial Responses Regarding Repeal of DADT

The majority of Millennials (60 percent of men and 66 percent of women) in the study said they "Strongly Agree" or "Agree" that the overall effectiveness of the armed forces would increase if homosexuals were allowed to serve openly in the military. The results for this question are consistent with results from previously discussed questions in the survey regarding DADT and gay rights.

When DADT was drafted in 1993 under the Clinton administration, many felt that it would be an interim solution that homosexuals would be allowed to serve openly in the military within a decade at most. Public opinion was changing in favor of allowing homosexuals to serve openly, as the reasons for keeping DADT were becoming less clear to those in the middle. The policy's stated goal was based on preserving the country's military effectiveness and readiness, and minimizing "unacceptable risks" (established in Title 10 U.S.C. 654) (Department of Defense, 2010a) to the high standards of good order, morale, discipline, and unit cohesion that are essential to military capability. At the time, those who demonstrated a propensity or intent to engage in homosexual activity were considered "unacceptable risks," and were deemed a threat to military effectiveness. This standard was based largely on the prevailing attitudes and testimonials of senior military leaders serving at the time of DADT's creation.

However, as stated in a 2008 essay by four retired general and flag officers from different military branches: "The military, cultural, and political landscapes have shifted significantly in the years since the 'don't ask, don't tell' (DADT) policy was adopted" (Aitken, Alexander, Gard, & Shanahan, 2008, p. 140). While DADT may have been the correct compromise solution at the time it was established, much had changed over the years since then, and these opinions are reflected in the 2011 study. Society is now much more accepting of homosexuals generally, including their service in the military. As one focus group participant stated: "The military could lose out on a lot of talented people if they keep DADT and ban gays from serving." Another participant commented: "A person's sexual preference doesn't make them a bad person or a bad soldier."

7. Summary

At the time of data collection in 2011, a hot topic of discussion in politics was the repeal of DADT. Most of the study participants reported having a general knowledge (or awareness) of the DADT policy, with less than one in five survey respondents claiming to know specific details.

However, since DADT was implemented in 1993, public opinion shifted greatly toward being more accepting and supportive of homosexuals and their fair treatment regardless of sexual orientation. The majority of current study participants believed that homosexuals and heterosexuals should have equal rights and that gays should be allowed to serve openly in the military. But, male Millennials reported in 2011 that they would have less interest in military service if a repeal of DADT were implemented, while a slight proportion of Millennial women indicated greater interest.

The majority of study participants did not believe that the repeal of DADT policy would send the wrong message to society. During focus-group discussions, they conveyed that the DADT policy itself sent the wrong message to society. In fact, they strongly believed that the repeal is a long overdue change that needed to occur immediately. Further, most Millennials agreed that allowing homosexuals to serve openly would not decrease, but actually increase, the overall effectiveness of the armed forces.

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A. INTRODUCTION

This study examines the attitudes, beliefs, and values of the Millennial generation, represented by a select group of community college students, regarding military service. The study replicates methods used by Andrew Wilcox for a similar project in 2001 at the Naval Postgraduate School (NPS). By employing the same survey used in 2001, the present research can compare the results from both studies to identify attitude changes and trends over the intervening decade.

Data collection for the study utilizes qualitative methods similar to those applied by Wilcox in 2001, including a structured survey and eight focus-group discussions. The sample is comprised of 481 students at four community colleges in California's Monterey Bay area. Heavy emphasis is placed on a literature review and Wilcox's study to develop a conceptual framework for the present research; these sources are used throughout the analysis as a reference point to compare current findings. Additionally, the present study departs from previous work to examine Millennials' perspectives and beliefs relating to the repeal of U.S. Code, Title 10 Section 654, also known as "Don't Ask, Don't Tell" (DADT).

B. SUMMARY

The Navy and Marine Corps have been relatively successful in their recruiting efforts over recent years. These successes can be attributed to many factors, from effective recruiting management and attractive enlistment benefits, to a drawdown of the wars in Iraq and Afghanistan, to a national economic recession and limited civilian job opportunities for military-age youth. In the long term, the prospects for military recruiting will continue to depend heavily upon maintaining a solid connection with contemporary youth. This means that recruiting research needs to continually re-evaluate, understand, and stay current with young adults' values, attitudes, and beliefs.

In 2001, Wilcox examined the Millennial generation and identified several unique characteristics that set this group apart from previous generations. According to

generational researchers, Millennials tend to be empowered, accomplished, and highly dynamic. Growing up in a very resourceful, highly interactive environment has helped to shape their perspectives of the world, providing them with many avenues of communication. They are generally not limited to a narrow way of thinking; they tend to think on a global level, as the world (due to rapid technological developments) is virtually in the palm of their hand.

Wilcox's Millennial Culture Model (Wilcox, 2001) identified five forces that influence the attitudes and perceptions of this generation. These forces include: *Parents*; the demand for and value of *Higher Education*; the condition of the *Economy*; *Technological Advancements*; and the ubiquitous *Media*. Utilizing this Millennial Culture Model, Millennials in the 2011 study were asked to rank these factors according to their strength of influence on personal decision-making.

Parents were found to be the strongest influencer of youth decisions. Although more Gen Xers are inevitably parents of today's Millennials (compared with the Baby Boomer parents of the 2001 study), both generations of parents are very involved, nurturing, and supportive. Gen X parents were found to be even more involved than Boomers. They are generally willing to make large sacrifices to provide opportunities for the future of their Millennial offspring—but, at the same time, they tend to set high expectations and standards for achievement.

Considerable parental and societal pressure is placed on today's youth to attend college. Millennials are also described as being strongly motivated to succeed and to excel in today's job market. College aspirations were an important part of their upbringing; and the "default plan" for many of them was attending college rather than joining the military or entering the work force. Millennials are also very aware of current economic conditions that demand higher educational credentials. Most participants in the present study planned to remain in college for at least two years. They clearly understood the significance of a college degree and how it could affect their career goals.

Today's youth are immersed in technology and media—they are connected twenty-four hours a day. Constant improvements and innovations provide Millennials

with mobile, lightning-fast access to information. Their perspectives and outreach are expanded to a worldwide level. With this omnipresence, the media have also widened their reach to influence youth via many different modes. Despite their reliance on—and daily interaction with—technology and media, Millennials in the present study conveyed a strong skepticism of media information, and these sources fell dead last on the list of influences.

Study participants also selected their preferred service branch under the scenario of a reinstated military draft. The top choice among these Millennials was the Air Force, followed by the Marine Corps, the Navy, and the Army. During focus group discussions, participants also expressed their perceptions of each service branch, as well as their motives regarding why they had never considered—or why they would consider—joining the military.

Among study participants who had not considered the military as a career option, the following reasons were given: (1) Does not Match Career Goals; (2) College-bound; (3) Risks Involved; (4) Personal Beliefs; (5) Loss of Personal Freedom/Control; (6) Deployments/Separation from Family; (7) Parental Pressure not to Join; and (8) Lack of Information. Features currently offered by the military that Millennials say might attract them to consider the military as a career option include: (1) *Extrinsic*, tangible benefits, including money for college, the opportunity to travel, pay and health benefits, job security, and retirement benefits; and (2) *Intrinsic*, intangible benefits, such as duty and service to country, self-discipline and leadership development, and challenge.

Most Millennials reported that they rely on personal, credible sources rather than on media sources for information on the military. The most influential sources for a majority of participants were family members or friends with military experience. Many negative views of the military, as mentioned in focus group discussions, were attributed to the news media and popular entertainment, particularly war movies. The Marine Corps has remained successful through recent years in recruiting Millennials due to its strong brand identity that appeals to the target market. Previously somewhat less successful, the Navy has since realigned its marketing strategy with its recruiting strategy. Of particular

note is the Navy's revised recruiting theme, which appeals to this generation's intrinsic needs and aligns those needs with the Navy's unique value in a global environment.

The majority of Millennials claimed to have a basic understanding of DADT. Most participants supported equal rights and the repeal of DADT, allowing gays and lesbians to serve openly in the armed forces. These Millennials also believed generally that the repeal was long overdue and would not impede the effectiveness or capability of the United States military.

C. CONCLUSIONS

Findings from the 2011 study regarding the attitudes, perceptions, and values of Millennials were compared with findings from the 2001 study conducted by Wilcox (2001). Many results are quite similar, despite the passage of a full decade. Indeed, very few results found in 2011 differed from those obtained in 2001.

The 2011 study shows that higher education is *still* the military's top competitor with respect to recruiting. For these Millennials, college is still the expected "next step" after high school. This is not necessarily because Millennials are undecided after high school graduation, as Wilcox (2001) observes; instead, Millennials feel pressured by "education inflation" to be competitive in today's work environment. Also, fully aware of the gender and educational wage gap, Millennial women in the 2011 study were more likely to identify attending college as their plan after high school. Along with a drive for independence, many Millennial women view higher education as a tool to help them break through the "glass ceiling."

Proportionately more Millennials in 2011 than in 2001 reported considering military service at some point in their lives. Many environmental and economic changes between the two studies could possibly help to explain the relatively greater interest in military service expressed by these Millennials in 2011. For example, at least three major events likely influenced the military's attractiveness among Millennials during the intervening years. First, the September 11, 2001 tragedy resulted in a spike of patriotism among many Americans, placing the military in much higher profile. Beginning in March 2003, the invasion of Iraq directed another spotlight on the military. Yet, as the war

continued well beyond original predictions, with an emphasis on the sacrifices and hardships of military members and their families, Millennials and their influencers showed diminished interest in military service. Some years later, the global recession of 2007–2009 hit younger, entry-level workers especially hard in the U.S., improving once again the military's competitive position in the job marketplace. Soon after the financial crisis began, Congress enacted the very generous Post-9/11 GI Bill, which increased educational benefits for military veterans to levels not seen since the end of World War II. Notwithstanding the effects of the prolonged war in Iraq, the combination of a deep recession (pushing young adults into the military) and bountiful benefits for college (pulling younger adults) caused the military to appear much more attractive, particularly among Millennials otherwise bound for college.

Proportionately more male participants than female participants in the 2011 study reported considering military service. As previously observed, relatively more women also reported pursuing college after high school. This is not surprising, given that the military is seen as a male-dominated organization, where women comprise less than one-fifth of all personnel, and the core mission is dedicated to combat. At the same time, the military does offer many non-traditional job opportunities for women who have the characteristic qualities of Millennials. For example, women are now serving onboard Navy submarines and earning submarine warfare qualifications (United States Navy, 2012), while planning is underway for women to serve in previously-banned combat roles (Bumiller & Shanker, 2013).

Extrinsic benefits such as money for college, pay, health care benefits, and travel opportunities are the main attractions to the military for most Millennials. Even so, they still tend to value intrinsic benefits such as personal autonomy and flexibility in the workplace. At the same time, Millennials in the 2011 study did not see the military as offering these intrinsic elements. Obviously, understanding and addressing Millennials' motives and the reasons behind them can assist the military by keeping recruiting campaigns current with features that young adults value most.

Today's youth tend to be very self-driven toward achieving success. Although parents were identified in the 2011 study as the top influencers of Millennials' decisions,

parental pressure to *not* join the military appears relatively less important when Millennials are weighing their options. Perhaps this can be explained by the Millennials' characteristic desire for independence and the freedom to make their own choices. Research also suggests that Millennials possess a global perspective of available opportunities, and they apparently want to be part of a "greater cause." The Navy's shift toward showcasing its humanitarian efforts seems to have been well-timed and ultimately effective for recruiting, by appealing to the intrinsic Millennials' value of "making a difference in the world."

The "information revolution," as Wilcox (2001, p. 101) observed, along with the technology boom, still exert great influence on Millennials' values and perceptions—providing them with regularly updated information at their fingertips. In 2011, they had even "more immediate" access to a virtually endless stream of information. Many Millennials keep constantly connected to the world via mobile devices and social networks. In 2011, as in 2001, the media, utilizing innovative technology, continued to influence Millennials' perceptions of the military.

As previously observed, Millennials value input and advice from personal, credible sources (such as parents and family members who are veterans) more than what they gather from media sources. Unlike the findings in 2001, many Millennials (approximately half) in 2011 reported having this sort of "military influence," or knowledgeable family members with military experience, in their lives. Studies also show that a majority of adult influencers tend to support Millennials' decisions to serve their country in the military. Clearly, the first-hand information and experiences of military veterans can make them an invaluable resource for military recruiting.

Most participants in 2011 claimed they had all of the information they needed to make an educated decision about serving; however, as in 2001, the results also showed that Millennials actually knew relatively little about the military. Just as their counterparts in 2001, these Millennials tended to describe the military in stereotypical terms; yet, they did possess a fundamental understanding of the basic mission of each branch. Interestingly, although obtaining higher education was reported as a significant priority for Millennials, the respondents were generally unaware that the military offered

very generous educational opportunities. Further, it was interesting to find that proportionately more Millennial women than men requested follow-up information on military programs. Given that Millennial women were more likely than their male counterparts to express an interest in attending college, perhaps learning about the military's educational benefits placed the armed services in a more favorable light.

In fact, a combination of findings from the 2011study suggests a key to recruiting more Millennials could be the military's educational benefits. For example, survey results showed that an important reason among both men and women for not considering the military was because the respondent was "college bound." At the same time, "educational benefits" was the top choice among these Millennials as a reason why they might consider the military as a job option. Further, when asked what would make the military a more attractive career option, "more educational opportunities" was identified by roughly one in five respondents; this finished below "increased pay" and "more flexibility/personal freedom." Among these three factors, only "more educational opportunities" is already available, yet apparently unknown to this group: nearly half of the respondents had "heard of" (a very low standard of knowledge) ROTC; and over 70 percent claimed to have not "heard of" the military's GI Bill programs. Given that the costs of attending college have risen so dramatically, while student loan debt and delinquency are at unprecedented levels for this generation, it seems logical the military's educational benefits could be an enormously attractive incentive for young adults—that is, if they knew the opportunities existed.

Most of the Millennials in the 2011 study claimed to know something about DADT. Nearly all participants supported equal rights for all people and believed that gays and lesbians should not be restricted from military service due to their sexual orientation. Proportionately more Millennial women than men supported repealing DADT; similarly, proportionately more women said that repealing DADT would improve their interest in joining. Focus group discussions suggested that these women were generally empathetic toward the status of gays and lesbians in the military, connecting issues of equal opportunity and fairness with the challenges faced by women in the workplace.

A majority of Millennials in 2011 also agreed that repealing DADT would increase the effectiveness of the armed forces by extending service opportunities to a new pool of talent. In focus group discussions, these Millennials tended to agree on several related points: the military lagged behind society; the policy was outdated; and the policy should have been repealed years ago. This reaction to DADT should not be surprising, given the age range of Millennials. Polling research has consistently shown a generational gap on the topic of homosexuality, with younger adults much more accepting than seniors in the general population. In 2010, around the time of the present study, a Gallup poll showed that 62 percent of men and 59 percent of women between the ages of 18 and 49 felt that gay and lesbian relations were "morally acceptable." The corresponding proportions of men and women over age 50 were 44 percent and 43 percent, respectively (Saad, 2010). As the military services strive to recruit highly-qualified young men and women, it seems obvious that most of these young men and women would be more attracted to joining an organization whose values corresponded with their own. In the long run, history should show the majority of these Millennials are right: removing DADT will not only improve the overall effectiveness of the military, it should also make recruiting somewhat easier.

D. RECOMMENDATIONS

1. Study Sample Populations

Due to the limitations of the present study, the very first recommendation is to replicate the research on a grander scale. A lack of funding and time constraints forced restricting the sample to students attending community colleges in the Monterey Bay, California area. The study population was nearly equal across gender and represented an age range of 18 to 30 years. Wilcox collected data for the 2001 research project from 36 focus groups at nine schools in six different states across the country, which provided an opportunity to obtain a more representative sample. (The study by Wilcox was financially supported through an ongoing research project at NPS.) Although the 2011 findings closely resemble those of the 2001 study, it should be emphasized that the current sample is most likely not representative of the similarly-aged population across the nation.

Several studies are conducted periodically by each service branch—and other organizations—to assess the Millennial population's views of the military. These include youth attitudinal and propensity studies by Joint Advertising, Marketing Research & Studies (JAMRS), which serves as a foundation for the military's outreach efforts. Surveys are also conducted to obtain information and attitudes from youth influencers, such as parents and other family members. With the data captured by Wilcox in 2001 and the re-examination in 2011, further studies can be conducted that compare the initial findings with new information regarding Millennials' attitudes, beliefs, and values toward the military—as well as other timely topics relating to the military, such as the repeal of DADT.

To remain engaged with the current target market, recruiting efforts should adopt value-oriented recruiting techniques that align the goals and values of the individual with the military's unique potential to help young adults achieve their objectives. Also, there should be a shift from a "salesman" approach to a true engagement with youth, to better understand their situation. With the shrinking veteran population, young adults need trusted personal sources for military information. Military recruiters have a public image for being dishonest, so it is important for recruiters to build genuine trust with individuals interested in pursuing military service.

To reach the target market, recruiting teams should utilize the omnipresent media to recruit for specific programs with advertising that is custom-tailored for specific programs, outlining both extrinsic and intrinsic benefits. Pay, educational benefits, health care benefits, and the opportunity to travel should still be promoted—but recruiters should also increase emphasis on the leadership development, team-building skills, and self-discipline that can be attained in the military. As the Navy has found, the intrinsic benefit of serving for the greater good can be addressed through an enhanced promotion of the positive, humanitarian roles of the military—such as global disaster relief missions and peacekeeping campaigns. Concerns about the flexibility of military life and relocation can be addressed by promoting the service reserve programs that work with an individual's current life situation. The reserve programs are more "part-time" commitments, in contrast with full-time active-duty service.

Study results also suggest that more effective means need to be developed for providing information to Millennials on how they can pursue higher education through the military, which is entirely different than advertising money for college. As previously discussed, relatively few participants in the 2011 study even "heard of" such major programs as the GI Bill and ROTC. Many other educational programs and opportunities are available within the military, and these need to become more visible to the public.

Adults and family members are trusted sources for youth when it comes to making important decisions. Recruiting efforts should focus on educating adult influencers to become Centers of Influence (COIs) for military programs. Knowledge is power. Educating parents, coaches, guidance counselors, and professors—and teaching them how the military's unique value can assist youth in achieving their current and future goals—will afford them the accurate knowledge required to appropriately advise youth on job or career decisions.

2. Study Design

The 2011 study was designed with the intent of re-examining Wilcox's (2001) study and to note any changes over the past decade in Millennials' attitudes and value structures regarding military service. A few changes were made to the main design of the study. Wilcox utilized focus group discussions as his primary tool of data collection, with a follow-up survey to compare his findings. The 2011 study utilized primarily a survey based on Wilcox's focus group questions, with an immediate follow-up focus group discussion to clarify survey responses. Despite the changes, the core elements were left intact. Unfortunately, due to time constraints and the class schedules of participants, focus group discussions were usually limited to about 20–25 minutes. With more time, longer focus group discussions could have provided greater detail on certain topics.

Another design issue that prevented an exact replication of Wilcox's (2001) study related to requirements specified by the Institutional Review Board (IRB), whose primary mission is to protect human subjects in research at NPS. The initial design for the current study anticipated collecting data from high school students (as Wilcox did). However,

due to standard IRB requirements for protecting subjects under the age of 18, along with time constraints and very limited resources, only subjects over the age of 18 were used in the 2011 study.

Additional tools that might assist with reaching more participants in future studies include the use of online surveys or questionnaires. The current study utilized mainly hard-copy questionnaires that were distributed in person. The researcher was only given the opportunity to distribute the questionnaire (via the course instructor) to two online courses; however, the response rate was extremely low. New studies may receive more responses with a wider dissemination of questionnaires. Also, they should be sure to account for school schedules when planning data collection. Winter and summer breaks are different for many schools, which greatly affects available time frames for conducting surveys and focus group discussions.

3. Further Analysis

As noted and repeated throughout, Wilcox's (2001) research project was ground-breaking for better understanding Millennials' attitudes toward the military. The current study was limited to a select geographic area and the demographics of the population in that area. Much more can be done to stay current and engaged with this generation using both existing information and future studies. For example, with regard to the repeal of DADT, policy makers might be interested to find that over 90 percent of surveyed youth supported equal rights for homosexuals; and more than 80 percent agreed that gays and lesbians should be allowed to serve openly in the military. This suggests that these young adults were more than ready for DADT's repeal. As the military continues to embrace changes that close the so-called "civil-military gap," recruiting teams will have a brand new talented population to prospect, engage, educate, and attain.

As the military continues striving to remain current with this generation and generations to come, each branch will face many challenges and opportunities. Future studies should continue to provide the insight and information needed to meet these challenges and to identify and prosper from new opportunities. It is hoped that the findings of this study serve to enlighten and inform readers in the years to come.

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APPENDIX A. QUESTIONNAIRE RESPONSE FREQUENCIES AND OPEN-ENDED RESPONSES

QUESTION 1.

I have read the "Consent to Participate" information above and understand the content of this survey.		
Answer Options	**Response Percent**	**Response Count**
Yes (required to proceed with survey)	100.0%	481
No	0.0%	0
	answered question	**481**
	skipped question	**0**

QUESTION 2.

My age is:		
Answer Options	**Response Percent**	**Response Count**
17 or younger	0.0%	0
18 - 21	72%	348
22 - 25	13%	63
26 - 30	6%	30
31 or older	8%	40
	answered question	**481**
	skipped question	**0**

QUESTION 3.

Do you believe that the United States still needs a military?		
Answer Options	**Response Percent**	**Response Count**
Yes	96.9%	463
No	3.1%	15
	answered question	**478**
	skipped question	**3**

QUESTION 4.

What WERE your plans after high school?		
Answer Options	**Response Percent**	**Response Count**
College	82.3%	395
Military	8.5%	41
Enter the work force	8.5%	41
Other (please specify)	0.6%	3
	answered question	480
	skipped question	1

Number	Other (please specify)
1	travel
2	Had a full ride scholarship for swimming, but wanted to explore other avenues; travel etc..
3	Travel

QUESTION 5.

What are your plans for the next 2 years?		
Answer Options	**Response Percent**	**Response Count**
Work part-time while attending college	54.1%	258
Attend college full-time (undergraduate studies)	36.1%	172
Military	2.1%	10
Work full-time / Enter the work force	5.0%	24
Other (please specify)	1.5%	7
	answered question	477
	skipped question	4

Number	Other (please specify)
1	work, work abroad
2	PhD program and continue working full time for the government
3	Survive the streets, earn degree and raise my baby
4	PG school
5	finish PG degree
6	Finish school at CSUMB, if there are jobs, would love to work...
7	work FT & school

QUESTION 6.

Have you ever considered the military as a job/career option?		
Answer Options	**Response Percent**	**Response Count**
Strongly considered	10.7%	51
Considered	40.0%	191
Did not consider	20.7%	99
Would not consider	28.7%	137
	answered question	478
	skipped question	3

QUESTION 7.

Why have you NOT considered the military as a job/career option? (Select ONE answer that best applies)		
Answer Options	**Response Percent**	**Response Count**
Lack of information	1.9%	9
Does not match career goals	15.9%	74
College bound	13.3%	62
Personal beliefs	11.8%	55
Loss of personal freedom/control	7.7%	36
Parental pressure not to join	2.6%	12
Deployment away from family	6.7%	31
Risks involved	12.9%	60
Not Applicable (I have considered the military)	22.4%	104
Other (please specify)	4.7%	22
	answered question	465
	skipped question	16

Number	Other (please specify)
1	medical reasons
2	prior service
3	Grew up military do not want that lifestyle
4	The military seems to be an easy way out of hard work an education
5	I am a single mom.
6	I'm extremely lazy
7	misleading info from recruiters
8	Bush was president
9	I do not support the current war.
10	health issues
11	DADT
12	personal experience

13	medical issues
14	lies from recruiters (my friends say)
15	medical issues
16	medical issues
17	I'm a felon
18	medical issues
19	bad timing in life
20	medical issues
21	Was offered full ride to Naval Academy for swimming & water polo. Priorities were different back then. I would go now, if I knew what I know now.
22	recruiter never called me back

QUESTION 8.

What are the top 3 possible reasons you MIGHT consider the military as a job/career option? (Select ONLY THREE reasons)				
Answer Options	**1 = Top Reason**	**2 = Second Reason**	**3 = Third Reason**	**Response Count**
Travel	99	54	74	227
Educational Benefits	104	99	46	249
Pay & Health Benefits	80	106	64	250
Retirement Benefits	12	46	56	114
Job Security	51	35	46	132
Family Tradition	7	12	11	30
Challenge	13	33	37	83
Personal/Leadership Development	26	19	37	82
Duty/Service to country	36	25	34	95
A relative with military experience	5	7	13	25
Lifestyle/Camaraderie	3	8	15	26
Lack of other career options	24	18	28	70
Other	6	3	3	12
* Other (please specify)				10
			answered question	*466*
			skipped question	*15*

Number	* Other (please specify)
1	I would not consider the military as a career
2	would never consider
3	Easy Way Out
4	training to civil police officer
5	cant decide what else id like to do
6	To better my career options via military experience
7	Physical fitness
8	Boyfriend in the military
9	the draft
10	already served

QUESTION 9.

Please indicate if you are familiar with or if you have heard of any of the programs listed below.			
Answer Options	**Familiar with**	**Not Familiar with**	**Response Count**
Military Tuition Assistance Program (TA)	144	316	460
Baccalaureate Degree Completion Program (BDCP)	46	413	459
Reserve Officers' Training Corps (ROTC)	225	237	462
Montgomery GI Bill	137	325	462
Post 9/11 GI Bill	132	327	459
Seaman to Admiral Program (STA-21)	24	434	458
		answered question	**463**
		skipped question	**18**

QUESTION 10.

How does your family feel about military service?		
Answer Options	**Response Percent**	**Response Count**
Very positive	7.8%	37
Positive	18.7%	89
A mix of positive and negative	56.3%	268
Negative	12.6%	60
Very negative	4.6%	22
	answered question	**476**
	skipped question	**5**

QUESTION 11.

If the draft were reinstated and you were REQUIRED to serve in the military, in which service branch would you prefer to serve?		
Answer Options	**Response Percent**	**Response Count**
U.S. Army	14%	68
U.S. Navy	27%	127
U.S. Air Force	33%	158
U.S. Marine Corps	26%	123
	answered question	**476**

skipped question	5

QUESTION 12.

Do you have an immediate family member (parent or sibling) with military experience?		
Answer Options	**Response Percent**	**Response Count**
Yes	29.0%	135
No	71.0%	330
answered question		465
skipped question		16

QUESTION 13.

Do you have a relative (uncle, aunt, grandparent, cousin) with military experience?		
Answer Options	**Response Percent**	**Response Count**
Yes	69.6%	321
No	30.4%	140
answered question		461
skipped question		20

QUESTION 14.

What has had the greatest influence on your perception of the military? (Select ONE answer that best applies)		
Answer Options	**Response Percent**	**Response Count**
Parents	14.4%	68
Family/Friend with military experience	32.1%	151
Military Movies / TV shows	12.3%	58
News (CNN / FoxNews)	15.5%	73
Military Recruiter	7.4%	35
Advertising	6.6%	31
Internet	3.6%	17
Other (please specify)	8.1%	38
answered question		471
skipped question		10

Number	Other (please specify)
1	blank

2	Personal Belief
3	History
4	personal experience
5	Activism
6	NA
7	Personal Interest
8	Life
9	Studies
10	personal military experience
11	personal research
12	school
13	video games
14	myself
15	4 years prior service, active duty U.S. Army
16	personal military experience
17	history books and documentaries
18	books
19	history
20	the pride that comes with serving
21	documentaries
22	personal military experience
23	personal military experience (4 years)
24	personal experience working with DoD
25	self-motivation
26	books
27	personal military experience
28	History
29	personal military experience
30	personal patriotism
31	I don't want to die. Soldiers die at war all the time.
32	books.
33	Maturity and the will to want to learn has given me the ability to put the time and research into question I may have toward current events.
34	personal military experience
35	history
36	history
37	personal military experience us army 6 years
38	technology & education opportunities

QUESTION 15.

What would make the military a MORE ATTRACTIVE career option? (Select ONE answer or specify your own answer)		
Answer Options	**Response Percent**	**Response Count**
Increased Pay	23.3%	107
More Educational Opportunities	17.8%	82
More Flexibility / More Personal Freedom	38.7%	178
More Available Information	15.0%	69

Other (please specify)	5.0%	23
	answered question	460
	skipped question	21

Number	Other (please specify)
1	less stringent commitment requirements
2	free money & education
3	If there was not an extremely long and violent war occurring.
4	Honest Recruiters
5	If we would fight for things other than the interests or resources of other nations.
6	Fine as is
7	If the military didn't invade EVERYWHERE
8	took better care of veterans and soldiers
9	better reasons to fight than oil & politics
10	repeal DADT
11	medical coverage
12	being able to bring family along
13	No lies from recruiters
14	Benefits without having to kill people.
15	allow people with criminal records to serve.
16	shorter contracts
17	guaranteed job option before enlisting
18	no wars based on the procurement of oil or greed
19	nothing
20	an absence of wars.
21	If the U.S. military did not inherently carry within in, a negative stigma deeply rooted in American Society...
22	Knowing that the military isn't just about fighting and battles, much more behind the scenes and showing that in commercials as well
23	nothing

QUESTION 16.

How familiar are you with the DADT policy toward homosexuals serving in the military (U.S. Code, Title 10 Section 654)?

Answer Options	Response Percent	Response Count
Very familiar	18.7%	89
Somewhat familiar	59.2%	282
Not familiar at all	22.1%	105
	answered question	476
	skipped question	5

QUESTION 17.

Gays and lesbians should be accepted in our society.

Answer Options	Response Percent	Response Count
Strongly Agree	49.8%	237
Agree	42.0%	200
Disagree	6.1%	29
Strongly Disagree	2.1%	10
	answered question	476
	skipped question	5

QUESTION 18.

Homosexuals and heterosexuals should have equal rights.		
Answer Options	**Response Percent**	**Response Count**
Strongly Agree	53.1%	252
Agree	38.1%	181
Disagree	7.4%	35
Strongly Disagree	1.5%	7
	answered question	475
	skipped question	6

QUESTION 19.

Gays and lesbians should be allowed to serve openly in the U.S. military.		
Answer Options	**Response Percent**	**Response Count**
Strongly Agree	47.2%	223
Agree	35.6%	168
Disagree	12.3%	58
Strongly Disagree	4.9%	23
	answered question	472
	skipped question	9

QUESTION 20.

If gays were allowed to serve openly in the military, would you be any more interested or less interested in serving in the military?		
Answer Options	**Response Percent**	**Response Count**
More interested	8.2%	39
Less interested	15.3%	73
No affect / I have no interest	76.5%	364
	answered question	476
	skipped question	5

QUESTION 21.

If gays were allowed to serve openly in the military, would your family approve or disapprove of the change in policy?		
Answer Options	**Response Percent**	**Response Count**
Approve	25.5%	120
Disapprove	19.8%	93
Neither Approve nor Disapprove	54.7%	257
	answered question	470
	skipped question	11

QUESTION 22.

I feel uncomfortable in the presence of homosexuals and have difficulty interacting normally with them.		
Answer Options	**Response Percent**	**Response Count**
Strongly Agree	2.5%	12
Agree	8.9%	42
Disagree	39.7%	188
Strongly Disagree	48.9%	232
	answered question	474
	skipped question	7

QUESTION 23.

Allowing gays and lesbians to serve openly in the military INCREASES the overall effectiveness of the armed forces.		
Answer Options	**Response Percent**	**Response Count**
Strongly Agree	16.6%	75
Agree	44.9%	203
Disagree	30.3%	137
Strongly Disagree	8.2%	37
	answered question	452
	skipped question	29

QUESTION 24.

Acceptance of open homosexuals in the military sends the WRONG message to the rest of society.		
Answer Options	**Response Percent**	**Response Count**
Strongly Agree	5.1%	24
Agree	13.2%	62
Disagree	45.2%	212
Strongly Disagree	36.5%	171
	answered question	469
	skipped question	12

QUESTION 25.

I believe that my opinions are important and that I CAN actually make a difference.		
Answer Options	**Response Percent**	**Response Count**
Strongly Agree	38.2%	181
Agree	52.3%	248
Disagree	8.0%	38
Strongly Disagree	1.5%	7
	answered question	474
	skipped question	7

QUESTION 26.

In general (NOT particularly regarding just the military), how strong is the influence of the following factors on you and your decisions? Please RANK the factors below from 6 = STRONGEST to 1 = WEAKEST. (Only ONE factor per number)

Answer Options	6 = Strongest	5	4	3	2	1 = Weakest	Response Count
Parents and Family	212	112	59	44	25	20	472
Media	7	37	47	89	203	83	466
New Technology	18	44	98	183	104	17	464
Changes in the Economy	23	98	166	97	62	23	469
Higher Education	174	153	81	29	27	4	468
Other	31	23	17	24	43	246	384
* Other (please specify)							44
						answered question	472
						skipped question	9

Number	* Other (please specify)
1	friends, myself
2	religion
3	Teachers
4	My personal beliefs
5	Current life events
6	Relationship
7	Peer Pressure, Street Politics (Gangs)
8	Money
9	Peers
10	Peers
11	Global Standpoint
12	Jobs
13	Health
14	Religion
15	Friends
16	peers
17	Career Goals
18	myself
19	friends
20	laws
21	friends
22	religion
23	military's handling of DADT
24	Career Goals
25	friends
26	religion
27	life
28	my child
29	morals
30	religion
31	personal beliefs
32	Personal life
33	Friends & Teachers
34	Politics
35	Salary
36	friends
37	self motivation
38	myself
39	life experiences
40	personal beliefs
41	personal beliefs
42	Humanism
43	future goals
44	morals

QUESTION 27.

Are you Male or Female?		
Answer Options	**Response Percent**	**Response Count**
Male	52.4%	251
Female	47.6%	228
	answered question	479
	skipped question	2

QUESTION 28.

Are you a citizen of the United States?		
Answer Options	**Response Percent**	**Response Count**
Yes	93.0%	441
No	7.0%	33
	answered question	474
	skipped question	7

QUESTION 29.

What is your marital status?		
Answer Options	**Response Percent**	**Response Count**
Married	9.4%	45
Legally separated	0.4%	2
Divorced	1.9%	9
Widowed	0.2%	1
Single	88.1%	422
	answered question	479
	skipped question	2

QUESTION 30.

Are you Spanish/Hispanic/Latino?		
Answer Options	**Response Percent**	**Response Count**
Yes: (Mexican-American, Mexican, Chicano, Puerto Rican, Cuban, Central or South American, or other Spanish/Hispanic/Latino)	53.0%	253
No	47.0%	224
	answered question	477
	skipped question	4

QUESTION 31.

What is your ethnic background? (Mark all that apply)		
Answer Options	**Response Percent**	**Response Count**
White	48.6%	209
Black or African-American	3.7%	16
Asian-American, Asian-Indian, Chinese, Filipino, Japanese, Korean, Vietnamese or other Southeast Asian	12.8%	55
Native-American, American Indian or Alaska Native	7.7%	33
Native Hawaiian, Samoan, Guamanian, Chamorro or other Pacific Islander	1.9%	8
Other	40.9%	176
	answered question	430
	skipped question	51

QUESTION 32.

This class is:		
Answer Options	**Response Percent**	**Response Count**
a requirement for my degree program	80.0%	377
an elective class	20.0%	94
* Intended Degree		93
	answered question	471
	skipped question	10

INTENDED DEGREES

Number	* Intended Degree
1	Business
2	AA
3	Anthropology/IR
4	Political Science
5	Admin of Justice
6	Political Science
7	AA
8	Environmental Sci (minor in IR)
9	MBA-Finance Management
10	Nursing, RN
11	Math

12	GE (to Transfer)
13	Psychology
14	BS Nursing
15	Criminal Justice
16	Nursing
17	Business
18	MS in Kinesiology
19	Criminal Justice
20	Psychology
21	Biology
22	RN
23	Nursing
24	Physics
25	Social Science
26	Biology for med school
27	Business
28	Education
29	Business
30	Business
31	Psychology
32	Journalism
33	Business
34	History
35	Business
36	Business
37	Business
38	Liberal Studies
39	Psychology
40	Political Science
41	International Studies
42	Political Science
43	International Business
44	Pre-law
45	Sociology
46	GE
47	criminal justice
48	nursing
49	ME
50	AS
51	Architecture
52	Kinesiology
53	Criminal Justice
54	Chemistry
55	Education
56	CE
57	communications
58	women studies
59	social work
60	economics
61	English

62	nursing
63	philosophy
64	EE
65	business
66	sociology
67	Biology
68	Child Development
69	RN
70	Psychology
71	ME
72	photography
73	music
74	music
75	literature
76	computer science
77	engineering
78	engineering
79	RN
80	Graphic Design
81	business
82	Fine Arts
83	Sociology
84	Music
85	Spanish
86	Biology
87	Kinesiology
88	nursing
89	history
90	nursing
91	nursing
92	computer science
93	business

QUESTION 33.

If you would like to share other thoughts and opinions about the military, "Don't Ask, Don't Tell," or other topics addressed in the questionnaire, please use the space below. Please be brief. (No more than 1 or 2 sentences.) Thank you for participating!

Answer Options	Response Count
	99
answered question	99
skipped question	382

RESPONSES:

Number	Response Text
1	I don't understand why gays/lesbians wouldn't be accepted or treated as anything but equal.

2	The effectiveness of any combat unit needs little, if, any additional distractions that directly influence mind and body of the unit as a whole. Politics and what is “acceptable” in the civilian world does not always have a place in a profession where lives depend on trust to the man left and right of you.
3	I believe that everyone should have the right to serve in the military. I understand the issue of having to serve w/ homosexuals and believe that DADT should not be repealed until an acceptable policy on the issue is formed.
4	Our government needs an intervention. If Republicans take hold of govt regulation and we don’t start taking a closer look at what lies ahead environmentally and socially, everything the military does/doesn’t do is going to greatly impact the entire world.
5	I don’t think a person’s sexual preference should matter.
6	The military is viewed as a family oriented thing. By gays and lesbos serving would corrupt that. You can’t make babies with girls and girls or men and men.
7	DADT should remain as is. Heterosexuals would/will feel more secure not knowing who was a homosexual bc it should not matter in he working world. Personal preference should be kept to oneself & should not be important to others.
8	DADT is important bc homosexuals could be picked on or heterosexuals could feel weird around homosexuals bc they will know their sexual preference.
9	My honest opinion is that if a man or a woman has the strong sense of patriotic duty to do their best in protecting their homeland, then they are entitled by that right to do so. I don’t much enjoy the discrimination against homosexuals by the basis of Christian religion, and as such feel that this bill is unlawful in the eyes of the populace.
10	I feel that homosexuals should be able to tell whether they are gay if they choose to, but it may risk others, not necessarily homophobes, from feeling uncomfortable and awkward. It should ultimately be up to the individual that is homosexual.
11	I believe that sexual preference should not matter. At the end of the day, gays as well are defending our nation. Openly or not, reality is that there will always be gays in the military.
12	The current policy should be aborted because you are denying a person’s free will to be patriotic and their love for this country.
13	I strongly believe in equal rights. It is essential that homosexuals are able to openly serve in the military.
14	People should really not judge people based on their sexual preference.
15	Regardless of what to be or not to. Our nation is free and we should have options.
16	Sending troops to Iraq and Afghanistan is just a waste of money and taxes.
17	Just do it. If gay guys are allowed to use the same locker room in high school as straight guys.

18	I strongly believe that the military should remain the way it is. If a homosexual wants to serve, great. I believe that they should, but why does everyone have to know their sexual orientation. Many gay men serve in the military prior to this act and have simply kept their orientation to themselves. I believe that this act will bring violence upon openly gay soldiers, and may cause disruption among soldiers that feel uncomfortable in such an environment. We must remember that all of these men and women, straight and gay, live together in close quarters and some, not all, gay soldiers will not respect the fact that a straight soldier doesn't want to be harassed, verbally or sexually, and this can cause major violence. I have no issue with gays but there are people that do, and I feel that the new openness of this issue will cause major problems.
19	Keep it up & Good luck
20	I think Marines are awesome. My heroes. I would love to join but I'm at a point in my life where I wouldn't know how to leave the life I have now. You guys are awesome!
21	I think the military is for people that are too stupid for regular society.
22	There is a good military
23	I think gays and lesbians should be equal to anyone else. They are people too.
24	The survey was very general. I'm not anti-gay but on paper it might sound like it. Fine line between the rights.
25	Gays should not be segregated or categorized by society. We are a collective society.
26	The only thought that I have is if homosexuals and lesbians are able to serve their country, would they be in combat roles?
27	Love is genderless
28	Separate units and battalions would be a great idea
29	I personally believe that it would not influence the effectiveness of the military to a noticeable degree, though if it did it would be for the better.
30	My husband, a staff sergeant, has expressed that there has never been an issue when a fellow soldier, superior or lower ranking, has been homosexual. He has never seen negative reactions to soldiers that others have suspected as being homosexual. A person should be valued on their dedication and worth to the organization not on factors that do not alter their ability to serve.
31	Allowing gays and lesbians to serve openly should be allowed but I don't think it increases effectiveness since heterosexual relationships can sometimes be "secret."
32	Being in the military for 5 years, the DADT policy caused me many problems because I'm gay. I was not able to be open and honest with those I served with. This causes a lack of effectiveness when it really comes down to it because those who are gay have to always worry about their lives, jobs, etc.
33	I think that the repeal will save a lot of money for the military in processing investigations and courts martials.
34	Its a shame that we, the people of 2010, a people born and raised with the idea of equality, are easily persuaded to hate fellow Americans only because of their sexual preference.
35	People shouldn't have to hide being gay in the military.
36	I agree that gays should be allowed to serve openly, the only complication would be the verbal and possible physical abuse from others in the military that come from backgrounds w/ different beliefs.

37	The U.S. military is the best thing we have and I think that it should be a requirement for all of us citizens to donate time/money instead of "booing" the military.
38	I haven't joined the military because I haven't gotten burned out from college yet. Also, I feel that if someone wants to serve, let them, regardless of their sexual preference.
39	I hope this study shines light to what people our age really think!
40	I am prior active duty enlisted AF (1977). We had gays in the military then. We knew but never asked and they didn't tell, pretty much what the current policy is. Personally, during boot camp I was not comfortable showering with the few gay women we had.
41	Neglecting homosexuals' rights makes the military look very immature.
42	If someone voluntarily joins the military to serve their country, their sexual preference should not prevent them from fulfilling that duty and their commitment to their personal goals.
43	Do heterosexuals shower, bunk, or anything in the same room? I do not know enough to make a valid decision.
44	I honor all members of the military, but I feel that the military takes advantage of poor minorities while recruiting. Many people join for the wrong reasons.
45	I served 6 years active duty U.S. Navy
46	It should not matter if someone is openly gay. As long as they can serve our country to the best of their ability. We should, as a country, be more open-minded in who we let serve us.
47	Seriously. Who f*cking cares? Is there a general fear that homosexuals will force themselves upon straight men/women and their gayness will rub off? The military should open their eyes and stop being so prejudice. The only life for people to judge is their own.
48	Gays should be allowed in the military. But not expose their homosexuality openly.
49	I am currently trying to enlist in the U.S. Navy.
50	Gays should be allowed to serve in the military
51	Everyone should be given the opportunity to serve the country, straight or gay.
52	I feel that the military isn't appreciated or respected right now bc of the war in Iraq and Afghanistan. I don't think that DADT is great but there are so many ignorant people that it helps protect morale and focus.
53	I like the benefits AFTER serving in the military (education, health, etc.) but the military seems like a scary commitment that you are trapped in for the rest of your life. I think if they added more personal freedom, more people would sign up.
54	DADT is retarded. If someone is willing to give up freedom and safety to fight, who cares if they are gay.
55	I don't support this war.
56	I think the military is great. I'm just concerned about deploying overseas
57	I believe all people should be treated equally.
58	I have always believed that the military is a private army for the "elites" To help them with their "interests" and personal disputes. I know we need them to protect but I think I don't agree with how they make them like mindless drones.
59	3 years active duty, it should not matter if people are willing to serve.
60	it should not matter. Everyone's main purpose should be the same: national defense.

61	The military is not what it used to be where every American cheers them on. Instead, recruiters sell kids fake dreams.
62	The repeal sends the wrong message to society
63	People shouldn't care so much about the sexual orientation of others, especially if they don't even know those people. It IS the land of the free, after all.
64	It should be repealed.
65	Thank you for serving in the military. Will there be separate living spaces if DADT is repealed?
66	Its sad to know that bc of someone's sexual orientation they are separated from the rest. That to me is like discrimination.
67	Everyone is equal!
68	Homosexuals are human and should be able to be open about who they are.
69	Gays should be allowed to serve.
70	The military is good to have. We, as Americans need to do all we can to keep it strong.
71	DADT is protecting gays n the military. If DADT is taken away, I believe military gays would be targeted by fellow soldiers.
72	I believe that we will always need a military. What we do with it is the problem. As long as gays don't expect special treatment, let them join.
73	The current policy is best to avoid negative reactions from others, not only in the military but the general public.
74	I feel that the DADT protects homosexuals from harassment.
75	It is not our business to mess with the rights of others.
76	It's about time. They have been serving for years under false pretenses.
77	Expanding military service opportunities to all who are capable of serving will only make our military, therefore our country, stronger.
78	Our military would be less effective due to some service members being uncomfortable around homosexuals.
79	I feel that homosexuals should have the right to serve but it would make the military look weak.
80	The military has been seen as both a good and bad thing in my environment.
81	So many young people have lost their lives or been hurt. I do not favor this option for my 2 sons.
82	I was considering enlisted, but then we attacked the Middle East. I do not approve of the war over there.
83	I'm not against gays but I feel that they would serve no purpose in the military.
84	Walking on eggshells about who you are causes unnecessary tension, stress and anxiety
85	Separation for sexuality is segregation.
86	I didn't mind serving with a homosexual when I was overseas. He saved my life more than once.
87	If women cant serve on the front lines due to various reasons, I personally wouldn't want my life in the hands of a homosexual on the front lines. I'm not saying they cant do the job, I'm just saying I wouldn't feel safe.
88	I thought this survey asked great questions, very conclusive.
89	I think that homosexuals have the same rights as heterosexuals to serve our country, open or not.
90	DADT should be repealed. It's unconstitutional.

91	Joining the military would be more appealing if BEFORE you sign up, you have a guaranteed job. I have many friends that joined believing they would have one job and as soon as they enlist, their recruiter tells them they have to be infantry.
92	Repeal DADT.
93	I feel that is someone is risking their lives to serve, it should not matter what their sexual orientation is.
94	I don't see why having gay people in the military would be such a big issue.
95	It is hard for me to believe how advanced a society we are, domestically and globally, yet there exists these iotas of ignorantly insular individuals who will never be enlightened. It is this indifference that will never enable us to unify as a nation, or as global citizens. It is rather pathetic. And as for "don't ask, don't tell," ignorance of refutation. Don't we, as a society and a global community, have more pressing issues than to worry about harmless homosexuals? It is this feeble pedigree of society that contributes more so than any other, to the detestable stigma of Americans and of American society in the eyes of the world. On a lighter note, good luck with your case study, hope you are able to obtain a reasonable sample size to validate your findings.
96	Service to country FIRST!!!
97	Let anyone willing to serve our country serve regardless of sexual orientation.
98	I believe they have the right to serve in our armed forces. They are doing the country a favor by serving it, there is no need to judge them.
99	Allowing (open) homosexuals in the military could make some service members uncomfortable in close quarters situations. When I served, no one cared as long as it wasn't a conversation topic. After you develop a relationship of trust over time w/ a homosexual, it wasn't a big deal. The military is already throwing huge diversity together and forcing them to work together. I guess it wouldn't be a big deal to cross the divide (of homosexuality).

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APPENDIX B. SUMMARY OF FOCUS-GROUP COMMENTS (TRANSCRIBED FROM DIGITAL AUDIO RECORDINGS)

Hartnell College (04 FEB 2011) – Class 1

How do you form your perceptions of the military?

"Family"
"Stories from family. Both of my grandparents served over 10 years."
"My grandfather flew helicopters and he got shot down."
"Movies"
"My ex-boyfriend's grandfather was a Navy Officer"
"Pamphlets for military spouses."
"Jarhead"
"Black Hawk Down" [Deemed "most realistic"]
"Saving Private Ryan"
"We think those movies are pro-military"
"Are those movies accurate? Dramatized?"

What images from movies do you think are questionable?

"On movies… We saw soldiers let the enemy soldiers live and walk away."
"There were a lot of people getting blown up. Is that real?"

General questions/concerns

"Who goes to war right away…. Shooting…overseas?"
"The air force has all the planes, right?"
"Why do they make you go overseas? I heard they MAKE you go overseas…"
"Does the air force have the best food?"
"My dad is in the marines… he always says, "Marines never die, they kill!"

What were your post-high school plans? **[**Majority planned on attending college.]
Why?

"Better job"
"Personal growth"
"Experiences"
"Parental pressure"
"Open my mind to new things"
"Its hard to get a job without an AA or higher"
"It's a job pre-requisite, a criteria"
"It demonstrates your aptitude"

"When I was going to join the Air Force, they said that the Air Force doesn't go to war right away. Is that true? How does it work? Who goes first?"

How would you describe your generation compared to past generations? Compared to your parents…

"More accepting"
"Open-minded"
"More willing to try new things"
"Multi-taskers"
"We have a lot more options and choices… choice-driven"
"Willing to take on a lot more"
"More educational opportunities"
"More dependent on electronics and technology"

What are your generation's values? What do you value most?

"We're a very materialistic society"
"Social networking"
"Freedom"
"The economy makes us want to go to college"
"Instant communication"

Other options besides college? Who considered the military?

"I work and go to school full time. So until I get my head straight… It's a big decision. I want to think about it thoroughly."

"I didn't have support from my family. My dad didn't want me to go because he was in the military. He said he didn't want me to see things he saw."

"I'm going to have a baby in a couple months and I weigh the options of not seeing him for years and years or even months… that's just too much. Its important that I'm there to raise him."

"I don't want to make that commitment. Its an option B… a back up plan."

What are some negative aspects of the military?

"It affects your family. My mom took care of my sister's daughter for 2 years and she didn't get to see her grow up. Its hard to be away from family."

"What's the minimum time you have to be in?"

"Depending on what branch you go into, you change when you come back…your personality changes… PTSD."

Many mentioned that being away from family is a big issue. What's the difference of being away from family at college or the military?

"You can come back." [What do you mean?] You can call them or text them when you want. There's not that long period of time that you cant. From what I heard its only letters."

Thoughts on DADT

"They should definitely be allowed serve openly."

"I don't think it's fair that because you're homosexual you're segregated. We've learned from history that it's not right."

"It's just like prosecuting them for their beliefs. It's like back in the day we prosecuted the slaves, or Native Americans. We're just shunning them for not reason."

"Think about our grandparents and our parents, we're less conservatives. Conservatism gets less and less every generation. We're a more open society."

"There is a very big similarity to the segregation in the south (George Wallace)."

[Majority of participants would vote for the repeal]

Hartnell College (04 FEB 2011) – Class 2

What are the sources that form your perception of the military?

"Mostly, family and friends have the most influence. Some of us have family and friends in the service."

"Media has a big influence"

"Family and friends, parents almost specifically. Some media, mostly news."

"News"

"Friends in the military"

"Movies. The Hurt Locker. G.I. Jane. TV shows. NCIS."

"Parents, close friends, commercials and news, video games"

"Workshops (recruiting booths), recruiters walking around, flyers"

"A friend in the military. I trust him… people in the career centers glorify the service"

"Movies and advertising. Billboards."

What are reasons to go to college? What do you get out of it?

"We go to college because that's what society places upon you. You go to high school, then you go to college then you become what you want to become. Lack of information because there are some many sources, like the media. They're not going to tell you exactly how it is. Some glorify it and some people just give you the negatives…You don't really know what to do, so you just go with what you're 'supposed to do,' just go to college… because of lack of information."

"We see that we will get what we study for down the line. We go to college because we can see clearly what we're going to get out of it. In the military, sometimes

you do get the some benefits maybe not all. But it's unclear down the road. There's lack of information."

"There's lack of information in college too. Some people go to college and get degrees and do nothing with it"

"College offers a wider range of degree programs. We can get the education through our own means on our own schedules w/o having to go through boot camp. A regimented day opposed to freedom"

"Higher Education. To better ourselves. We can reach it faster than if we were serving in the military. We feel like we'd be limited in the military as opposed to just going to college regularly. There's that set timeline."

What makes the military an attractive/unattractive career option?

"We're attracted to the benefits. You get paid training. Good resume building"

"You get to serve and defend your country. The bad – the risks of injury involved. Possible death. I also don't want to kill people."

"Mixed. Bad - Regimented days, lack of freedom, (unlikely death), separated from family and friends. Good – travel, "fun toys," educational benefits."

"It is another path to take after high school instead of college for those that don't want to go right back into classes."

What forces or factors shape your generation?

"A collective union of everything. Everything has an effect on you and how you deal with it."

"Social networking, technology, family, friends, environment, job, economy and health care"

"Parents and social networking. I'm really attached to my cell phone. Technology. I love it"

"Technology. It has allowed us to understand many things. Health, wealth of available information. We know more than our parents."

Thoughts on open homosexuality vs. DADT (discrimination for sexual orientation) in the military. What's better for national defense?

"They should have the option to join. Its along the same lines as saying that you cant join because of your ethnicity."

"If they feel comfortable in their work environment, they would work harder."

"It should be open. By creating a policy, you're losing the idea of it. You're supposed to want to serve to want to help your country. Just because of your sexuality doesn't mean that you want to help your country less or more."

"We think they should be allowed to serve just keep it on the down-low. Just respect the uniform. Follow the standards that are set for everyone."

"We think that if you're in the military, you're there to serve. Your personal life should be aside."

"We lean towards DADT because there's going to be prejudice either way. Especially at first, when there's a change, people don't just accept a new way of going about things. If they want to tell then they can. We don't think they should be discharged, though, for being gay."

"It's going to take time. Society is changing and things do need to change. Things can't stay the same or we're never going to progress to anything better."

"We agree on to keep things to yourself and agree with DADT just because the discrimination you might face for being open about it. There are consequences to it."

"They should be able to join but they go in knowing the consequences they might face. Not from policy but from peers."

Monterey Peninsula College (15 FEB 2011)

What factors or forces form your perception of the military?

"Media, news, friends."

"Friends with past service experiences. Some perspectives are good and some are bad."

"Movies and TV. The news always has stories about the military too."

"The news stations always put a spin on what they present to the public."

"Internet, family, friends."

"Media and News. And movies like Saving Private Ryan, Jarhead, and Pearl Harbor."

"Military movies, history channel, family with experience."

"Recruiters."

What are attractive and unattractive features of the military? What would make the military more attractive to you?

"Pay and benefits. Education benefits."

"Travel and self-discipline. Money for college."

"I don't want to move a way from family."

"Developing leadership and self-discipline. Serving the country. Pay and benefits."

"More information would be helpful. And honest recruiters. No lies."

"Money, medical and dental care. Travel."

"War and killing. I don't want to die! And I don't want to have to kill people!"

"When you sign up in the military, they own you and you have to do everything they tell you to do! And you can't just quit like you can with a regular job."

"I don't want to be shipped away."

"Good pay and benefits and education opportunities but its too strict. Loss of personal freedom."

"Take better care of veterans and soldiers."

"The pride and professionalism that comes with military service. My grandfather and my father served in the Marines. It's a family tradition."

If the draft were reinstated, which branch of the military would you choose to serve in and why? What are some connotations for each service?

"Air Force. Be pilot. Top Gun. Technology.
"No, the Navy is Top Gun! And Navy SEALS!"
"Army. Guns and tanks!"
"Air Force. Education. Innovation."
"Navy. Travel. Technology."
"Air Force. Transformers! Technology."
"The Marines. Honor and prestige. Semper Fi!"
"Navy. My grandfather was in the Navy. He worked on submarines and ships."
"The Army. My brother is in the Army. He has a combat job specialty."
"The Air Force to be a pilot. Or the Army to be a helo pilot."
"The U.S. Marine Corps. If there were a draft, they would be the first to go out and defend the country. Call to duty. And they are the most physically fit."
"The Marines. Self-discipline."
"The Navy. Navy SEALS. They are elite!"

What are forces or factors that shape your generation?

"Technology and marketing."
"Parents, education, technology."
"Higher education. Our parents expect it from us."
"Internet, technology, computers. Family."
"Job market and the demand for college degrees."
"Higher education and the economy, for sure. The college degree is like the new high school diploma. It's a minimum requirement to get a good job these days and it seems like the value of the high school diploma is phasing out."

Thoughts on open homosexuality vs. DADT (discrimination for sexual orientation) in the military. What's better for national defense?

"It shouldn't matter if a person is gay or not. Just as long as they stay professional and do their job"
"A person's sexual orientation shouldn't exclude them from protecting their country."
"The issue of national defense goes beyond someone's sexual preference. It's about being effective and defending the country and our freedoms. What does being gay have to do with it?"
"Society already accepts gay people, the military needs to catch up!"

"I think it's the other way around: society is sending the right message to the military by pushing them to accept everyone that qualified and to stop discriminating people."

Cabrillo College (16 FEB 2011) – Class 1

What factors or forces form your perception of the military?

"The news, mostly, then media, movies, TV shows, family and friends. [What type of movies?] War movies. Saving Private Ryan. Full Metal Jacket."

"Friends with military, history books, Hollywood films: Top Gun. Facebook is a big one. If you have a classmate, not necessarily a friend, but if you knew of them, you can see what they are posting and see military pictures."

"Media, movies, advertisements, parents, friends, family. As far as our perception, we are a little jaded. There are complaints about recruiters using money as a means of motivation in high schools. Time served versus pay, and its actual worth. Equal opportunity exclusions."

"Based on personal beliefs. Friends, family and talking to people. Facebook too. Friends I haven't seen in a while. We find out they joined the military and hearing their stories."

"Family and personal experiences. NCIS show."

"Family and media, mainly news."

"Movies. Blackhawk Down. The Green Zone. The Hurt Locker."

[Do you feel the news is trustworthy?]

"No."

What are reasons to go to college? What do you get out of it?

"Family expectation and social norm. After high school you go to college. You can get a good job, because you cant just walk in some place and get a job without a degree these days. Also, your own personal benefit."

"The whole 'expected' thing is a generational issue. To our parents and grandparents, to get a good job you have to get an education. It was ingrained and instilled that they HAVE to go to college and get a degree and get a good job and raise a good family. So they try to do that with us and it doesn't work as well because the times are different."

"In the job field, you have to be prepared. Our parents are re-educating themselves so they aren't replaced by younger people who are more educated. People also pursue education in fields they enjoy."

"You can't get a job without a degree these days. Personal satisfaction to get that degree. Family expectations."

"Expectations from family. Better lifestyle. And self-betterment."

"Support and financial security, higher education, better opportunities, life experiences, economy, loss of jobs."

[How far do you need or expect to go in you education to be competitive in the job market?]

"Master's degree"

"You can work up to be a supervisor, you don't need a degree for that. But there are some fields that require higher degrees."

What are forces or factors that shape your generation?

"Our generation really values our resources and access to education. We are very aware of our environment.

"Motivation towards opportunity. A degree doesn't always guarantee opportunity. The population boom and the economy and a lot of competition. The youth and our sense of entitlement. Motivation by money and not necessarily for pursuit of happiness or enjoyment. Security is the larger concern."

"Technology, media, and advertisement. Whether we like it or not, in our subconscious, it creates some sort of vanity of what we think we should have for sustainability… and what's cool. It's more in our generation, politically, in that aspect. Finances are a factor. It's about what you have to offer to the community."

"Technology. It changes everything. Human nature to succeed also pushes this generation. No one sets out for failure. We always want to push ourselves to do bigger and better things. Family influence. They want us to succeed just as much as we do."

"Generational labels are used in marketing. Expectations are different and products are different. When you someone about social issues, how that information got to that person is a big factor."

"Technology (Twitter, texting and Facebook). Even elementary kids are playing games on their phones. Nowadays, technology drives what we want."

"Technology boom. Kids don't want to do anything without the tech stuff."

"We are from a huge consumer culture. We want it now. We want it to be easy. Technology is becoming a crutch, we are so dependent. Who uses mail anymore? I can't remember the last time I got a letter in the mail."

What are attractive and unattractive features of the military? What would make the military more attractive to you?

"The military pays for your tuition 100 percent while serving, 800 K when you're out to continue your education, if you stay in you get free health care and dental, everything that people are dying to get but they don't qualify for. Guaranteed retirement after 20 years. My kids can use educational funds. If I die, my family is taken care of. They could pay more though."

"The military messed up a friend from high school. It completed changed him from the things he experienced. He said he seen some bad things. Killing and dead bodies. I wouldn't want to have to kill someone."

"Time to served (Pros – specialized training, motivation for the future. Cons – times change while you're in and may be a different place when you get out.)
More pros: Challenges, education, pay incentives."

"Knowing that the military isn't just about fighting and battles, much more behind-the-scenes and showing that in commercials."

"Emphasize all the career paths in the service. It is an investment of your time. When you come out, what acquired skills do you have to apply to the civilian side? Most become a police officer or firefighter. It doesn't seem like there are too many options available after service."

"To make it more appealing, it would have to be something I'm really passionate about. It's hard for me to join something I don't agree with. I support the troops but not the war."

Cabrillo College (16 FEB 2011) – Class 2

What factors or forces form your perception of the military?

"Top answers: Family and friends, and video games and where we grew up. Other answers: parents, commercials, recruiters, veterans, and news."

"Religion, history, school, friends with military experience, advertising, veteran classmates. Personal sources."

"Immediate family or past generations with military experience, movies, friends who served, media (news)."

"Friends and family in the military, media, news, history channel, military channel, video games, movies."

"Recruiters, media use."

"Military recruiter. They tell you one thing to get you in and after you sign-up, everything changes."

What are reasons to go to college? What do you get out of it?

"A lot of careers require degrees. Personal gain, higher education, family expectations, competition within society, to qualify for jobs with health care and benefits. Most young adults are going to school."

"Parents expected it. To get a job, everyone has degrees now. Education. To travel. Personal benefits and the ability to provide for family. Learning from parents that didn't go to college that have crappy jobs and wont have good retirement. We don't want to follow that path. Personal accomplishment. It you don't go to college, you get labeled as lazy or stupid."

"It is expected to be the next step after high school. To get a career instead of a job. Parental pressure. More job options. It pays for sports. To make more money."

"To have better opportunities and to be a role model for younger siblings."

[How far do you need or expect to go in you education to be competitive in the job market?]

"Master's degree"

"Get a BA to have a job while earning your Master's"

"It's a generational change. The BA is the new HS diploma."

What are your generation's values? What are the forces or factors that shape your generation?

"Technology, TV, society, peer pressure, easier access to all things, the economy, recent wars, family, green and reusable energy. Our generation is much more dependent on technology. We're so connected to everything."

"Technology plays a big part in our lives. It seems like our long-term memory is getting smaller and smaller because we never have to remember anything. Anything we need to know or remember is literally at our fingertips. If that access is disrupted, we get frustrated."

"Easier to get stuff done (technology), entitlement, laziness, instant gratification, freedom of information, personal freedom and independence, diversity."

"We spend so much time doing nothing on the Internet. But, along with that, it's so easy to get stuff done. We don't have to go to the library or take a class. We can just Google it and figure it out relatively quickly. And that productivity leaves us with a lot more time to do nothing."

"Environmental awareness and being environmentally friendly. We are being affected by it."

"The economy! Gas prices are ridiculous!"

"Our generation is way more accepting of race and sexuality and diversity. We are hyper-sexualized, probably stemming from earlier puberty. More accepting of newer laws like abortion rights and gay marriage. Social networking. Instant gratification."

"Music, pop culture"

Thoughts on open homosexuality vs. DADT (discrimination for sexual orientation) in the military. What's better for national defense?

"It is insulting to discriminate against gay that want to volunteer to serve the country. Its part of who they are and they shouldn't get in trouble in the military for it."

"Its an oxymoron. The military supposed to be fighting for our freedom and protecting our rights but yet they aren't allowing people to have freedom in their sexuality and be able to serve."

"It is hard to cover up who you are and that greatly affects your normal life and your productivity at work."

"There's a lot of background information we didn't know about DADT. But, instead of separating gays in the military, separate those who are homophobic because they are preventing the military from moving forward and preventing great talent from serving."

<u>Hartnell College (17 FEB 2011) – Class 1</u>

What factors or forces form your perception of the military?

"Family and friends with military experience, media, documentaries"

"People that we know. We don't really trust recruiters."

"Internet, media, TV. Military websites. [Are those websites user-friendly?] They don't show you the negatives, they only show you the positives."

"Family/friends with military service. A lot of them had problems adjusting after getting out. They gave negative feedback from the Army. Also, when they came back from the Army, they were at the same level, educationally, as their peers that didn't serve. The time they spent in the military was gone."

"Family and friends who served. It seems the Army recruits off of demographics. I was with a friend and an Army recruiter bee-lined my (Hispanic) buddy and asked him if would like to make $20K. I was appalled."

What are reasons to go to college? What do you get out of it?

"To get a job. More opportunities. Get paid more. Higher education. Parental pressure and expectations. It's the "thing to do" after high school."

"To have a stable job in the future. They require degrees. To support your family."

"Replaces the high school diploma. Standards are lower to acquire college degrees though. The educational level dropped but the requirements for jobs increase, meaning things have been made way easier so everybody can do it. We want everyone to be able to get it."

"Self-fulfillment. Drive to succeed."

"Meeting career goals and educational goals. Getting a job in the career you want. Athletics. Job planning."

What are your generation's values? What are the forces or factors that shape your generation?

"Technology. "It" has us instead of us having "it. Our generation doesn't have strong self-discipline. Some of us are complacent and some of us are driven to do more. We tried growing up too fast."

"Family, Conservation, and Income status. Money fuels our opportunities. Education is our means to achieve that income." [Can you explain 'conservation?'] People that I know value 'keeping to ourselves' and we value our privacy because back in the day in a small town everybody's business was everybody else's. I value my privacy… and my 'conservativeness.' [On that note, how does the social media and constant 'status posting' play into that?] I don't really post anything on Facebook, I just look at other people's stuff."

"We lack values that 'matter' and we value materialistic things and technology. Our influences are economic, parental and the media. The media connects to the materialistic value. We lack values because everything is given to us. For those that are lazy, still get paid from unemployment and food stamps."

"It's become a trend that we expect more without giving equally or even giving less. My father worked very hard for what he got. Everybody seems like they want their hand held."

"Family is a strong motivator to continue education. They want me to do better than what they did."

"Technology. Going 'green.' We are into the next 'new thing.' We are superficial and values have been lost. Our society is a lot more open-minded and liberal."

What are attractive and unattractive features of the military? What would make the military more attractive to you?

"Attractive: Educational advancements, money and benefits, travel, self-discipline. Unattractive: bad rep because of past wars and conflicts. Psychological damage or repercussions. PTSD."

"Attractive: Incentives, traveling and education, job opportunities. Unattractive: Risks. Pressure from recruiters and their sales tactics. Also, why do I see so many homeless veterans out there? If they serve, they should be in a better status. What would make it more attractive? Visible outcome/result from serving such as higher education and higher status."

"My father was in the military and after he got out he pursued higher education. Its what you make of it."

"Travel and veteran status on your resume for future jobs are attractive. Unattractive: Rigorous physical training of boot camp. Loss of personal freedom because once you join, they own you for life. False advertisements from recruiters. What could make it better? Being more honest and no sugarcoating from recruiters. Just be real and don't sell false hopes. [Is there a particular branch that everyone is feeling negative about? Is it focused on one branch or just in general?] When I was in high school, it was mostly the Army guy. I haven't really had any experience with any other branch."

"My father was in the Marines for 7 years. He said if the draft came back and I needed to go somewhere, go to the Air Force or Navy. They treat you the best."

"Attractive: travel and the fact that you serve and get paid for it. It could be better because if you risk your life and serve, you should have the best benefits."

Thoughts on open homosexuality vs. DADT (discrimination for sexual orientation) in the military. What's better for national defense?

"There shouldn't be separation of anything. If a homosexual person is going to the military for the same reason as a heterosexual, they shouldn't be discriminated. If you're applying for a job in the civilian world, it doesn't matter if you're gay or not."

"Our generation is more open. Job performance doesn't depend on sexual preference."

"Gays should be allowed in the military. Being uncomfortable is being immature about it. It comes down to self-control. Everyone is there for one reason; to serve."

Hartnell College (17 FEB 2011) – Class 2

What factors or forces form your perception of the military?

"Movies, parents, history class. Jarhead and Stop Loss."

"Internet stories, family and media. [What type of Internet stories?] Military pictures and horror stories."

"Media, family, school, education. That's where we hear the most about the military. [How trustworthy is the news, in your opinion?] Some is true and some is false. You can't believe everything you see."

"Family with military service. Media."

"Media, 'Call of Duty,' family and friends, movies like Blackhawk Down and Saving Private Ryan."

"Mixed stories from family and friends. I take care of my uncle who was injured in combat but I also have a friend that's been in a while and he's putting me on to it and all the benefits."

"Negative influence from Parents. News, Media, Friends."

"News. Positive experiences from family and friends (Marines, Army, Air Force)"

What are reasons to go to college? What do you get out of it?

"Better job opportunities and pay. Personal growth. Expected pipeline."

"Parents wouldn't let us join the military. Set the example for younger siblings."

"Personal goals and self improvement. A way out of current location."

"Money. Better than entry-level jobs."

"Many jobs require higher degrees."

"We, ladies, want to be independent."

"Want to continue to play sports. Want upward mobility in the job market."

"To figure out what I want to do in life."

What are your generation's values? What are the forces or factors that shape your generation?

"We might be a 'throw-away' generation. We take things for granted. We throw away time by not investing it. We waste it in technology like Facebook. People spend too much time on that. Too many people follow trends. We should think for themselves. And be independent."

"We value education and advancing technology that forces us to get higher education to keep up with it. We value our jobs because its how we earn money and our parents because they influences our decisions."

"Parents are more lenient now than before."

"TV, social networking, media, friends, parents."

"Economy!"

"Values are: materialistic, concern for appearance, influence by the media, less respect for family and family time, not as strong values as our parents' generation."

"Beliefs, media, culture. Our generation is lazy and we want everything so fast and we don't want to work for it. Technology makes it so convenient such as texting and auto-correct. You don't even need to know how to spell. Just getting to know people is different. Its more virtual."

What are attractive and unattractive features of the military? What would make the military more attractive to you?

"Unattractive: your rights kinda get taken away, physical risks, violence, death. Also, I'm about to have a baby. I want to bring my family along. Positives: traveling, good food in the Air Force, health benefits, job security, teaches responsibility, good intention to help other people and other countries."

"Attractive: If military would pay for education and provide better post-service care. Unattractive: the battlefield for women but if there were other jobs, they would be attracted to that. What would make it better? Shorter contracts, guaranteed job before enlisting."

"Negative: Recruiters are not honest. They tell me I wont have to go out to sea. They also say I can get free college money. There's gotta be a catch."

"Attractive: Travelling, friendships made in service, pay. Unattractive: some veterans are not very well taken care of both medically and financially. The risks involved. And there is not enough information about the military out there."

"Attractive: Discipline, leadership, state-of-the-art technology. Unattractive: Blood and guts, permission to kill, family separation, mental instability and illness, missing limbs, killing. What would make it better? Free money and education, less stringent commitment requirements."

"Negative: killing innocent people, danger, lack of freedom, PTSD. What would make it better? Higher pay, less risks, actually making a difference in the workplace as opposed to being just a 'grunt,' more R&R."

Thoughts on open homosexuality vs. DADT (discrimination for sexual orientation) in the military. What's better for national defense?

"It shouldn't matter what your sexual preference is. That's discrimination. They should be treated equally."

"We're ok with it as long as they can handle it in the military. As long as they keep the professionalism."

<u>Monterey Peninsula College (28 FEB 2011)</u>

If the draft were reinstated, which branch of the military would you choose to serve in and why? What are some connotations for each service?

"Marines. Their structure and self-discipline. They are hard-core and get the job done. The few, the proud."

"Army. Being a soldier. The Army portrays power."

"Marines. More structured branch. Sharp uniforms."

"The Army. They wear cool camouflage. Work on tanks and Humvees."

"Navy. Technology."

"Air Force. Technology, part of a crew and flying."

"Air Force. Technology. Less chance of ground combat. Education. The Army is all ground combat."

"Air Force. Apparently, they have the best food. Be pilot."

"Navy. My grandpa has cool stories, he travelled and sold me on it."

"Air Force. Education."

"Marines. I know some people in the Marines and they put me on to the idea. Self discipline."

"Navy. Now, it's a Global force for Good. I don't need to 'Accelerate my life.' Also the travel would be cool."

Thoughts on open homosexuality vs. DADT (discrimination for sexual orientation) in the military. What's better for national defense?

"It's a human rights issue. If you're gay, why should it matter to anyone else?"

"Its about requirements. As long as you do whatever is asked of you (in the military), it doesn't matter what your sexual preference is."

"I served in the Army. I think they should be allowed but they should be restricted to certain jobs."

"We don't think it matters as long as you're serving your country."

"I wish I could serve my country like my father and grandfather, but the DADT policy in military rejects me and makes me feel 'not-good-enough' because of my personal sexual preferences."

"In terms of a greater force disposition, as the military is grounded in traditions, allowing gays would be a huge conflict with a lot of moral traditions."

"It should be allowed, but I don't think the military is ready for it."

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APPENDIX C. 2011 QUESTIONNAIRE

Millennial Generation Opinions of the Military: A Case Study

1. Naval Postgraduate School Consent to Participate in Anonymous Survey

You are invited to participate in a research study entitled "Millennial Generation Opinions of the Military: A Case Study." The primary purpose of this research is to re-examine the attitudes, values and beliefs of the current generation, including the views of community college students, as they relate to the United States military, as well as the repeal of US Code, Title 10 Section 654, the policy known as "Don't Ask, Don't Tell."

Students who complete this survey are assisting a study that compares attitudes, beliefs and values of today's youth to the attitudes, values and beliefs observed in a study done in 2001 conducted by MAJ Andrew Wilcox. The results benefit the researcher in gaining a better understanding of the Millennial Generation. The results will also benefit the researcher in evaluating changes and trends, if any, in youth attitudes, values and beliefs that differ from the previous 2001 study and will assist in identifying possible recruiting strategies and techniques.

* PARTICIPANTS MUST BE 18 YEARS OF AGE OR OLDER.

This survey should take about 15 minutes to complete. Your participation is absolutely voluntary. If you participate, you are free to skip any questions or stop participating at anytime without penalty. Your responses are anonymous. Results of the survey will be used responsibly and protected against release to unauthorized persons; however, there is a very minor risk that data collected could be mismanaged.

If you have questions regarding the research, contact LT Jay Hyler at jnhyler@nps.edu or Professor Mark Eitelberg at meitelberg@nps.edu. If you have any questions regarding your rights as a research subject, please contact the Naval Postgraduate School IRB Chair, CAPT John Schmidt, (831) 656-3864, jkschmidt@nps.edu.

PLEASE BE FRANK AND ANSWER HONESTLY. Thank you again for your time and participation!

1. I have read the "Consent to Participate" information above and understand the content of this survey.

- ○ Yes (required to proceed with survey)
- ○ No

2. My age is:

- ○ 17 or younger
- ○ 18 - 21
- ○ 22 - 25
- ○ 26 - 30
- ○ 31 or older

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2. The United States Military

This portion of the questionnaire asks questions regarding your knowledge, views and opinions about the United States military.

1. Do you believe that the United States still needs a military?

- ○ Yes
- ○ No

2. What WERE your plans after high school?

- ○ College
- ○ Military
- ○ Enter the work force
- ○ Other (please specify)

3. What are your plans for the next 2 years?

- ○ Work part-time while attending college
- ○ Military
- ○ Attend college full-time (undergraduate studies)
- ○ Work full-time / Enter the work force
- ○ Other (please specify)

4. Have you ever considered the military as a job/career option?

- ○ Strongly considered
- ○ Considered
- ○ Did not consider
- ○ Would not consider

5. Why have you NOT considered the military as a job/career option? (Select ONE answer that best applies)

- ○ Lack of information
- ○ Parental pressure not to join
- ○ Does not match career goals
- ○ Deployment away from family
- ○ College bound
- ○ Risks involved
- ○ Personal beliefs
- ○ Not Applicable (I have considered the military)
- ○ Loss of personal freedom/control
- ○ Other (please specify)

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6. What reason MIGHT you consider the military as a job/career option? (Select the BEST choice)

	1 = Top Reason
Travel	○
Educational Benefits	○
Pay & Health Benefits	○
Retirement Benefits	○
Job Security	○
Family Tradition	○
Challenge	○
Personal/Leadership Development	○
Duty/Service to country	○
A relative with military experience	○
Lifestyle/Camaraderie	○
Lack of other career options	○
Other	○

* Other (please specify)

7. Please indicate if you are familiar with or if you have heard of any of the educational programs listed below.

	Familiar with	Not Familiar with
Military Tuition Assistance Program (TA)	○	○
Baccalaureate Degree Completion Program (BDCP)	○	○
Reserve Officers' Training Corps (ROTC)	○	○
Montgomery GI Bill	○	○
Post 9/11 GI Bill	○	○
Seaman to Admiral Program (STA-21)	○	○

8. How does your family feel about military service?

○ Very positive ○ Positive ○ A mix of positive and negative ○ Negative ○ Very negative

9. If the draft were reinstated and you were REQUIRED to serve in the military, in which service branch would you prefer to serve?

○ US Army ○ US Navy ○ US Air Force ○ US Marine Corps

10. Do you have an immediate family member (parent or sibling) with military experience?

○ Yes ○ No

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11. Do you have a relative (uncle, aunt, grandparent, cousin) with military experience?

- ○ Yes
- ○ No

12. What has had the greatest influence on your perception of the military?

(Select ONE answer that best applies)

- ○ Parents
- ○ Military Recruiter
- ○ Family/Friend with military experience
- ○ Advertising
- ○ Military Movies / TV shows
- ○ Internet
- ○ News (CNN / FoxNews)
- ○ Other (please specify)

13. What would make the military a MORE ATTRACTIVE career option?

(Select ONE answer or specify your own answer)

- ○ Increased Pay
- ○ More Flexibility / More Personal Freedom
- ○ More Educational Opportunities
- ○ More Available Information
- ○ Other (please specify)

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3. "Don't Ask, Don't Tell" (DADT)

This portion of the questionnaire asks questions regarding DADT.

The "Don't Ask, Don't Tell" policy REQUIRED Service members to be separated if they were found to have engaged in, or attempted to engage in, homosexual acts.

The US Congress recently repealed the DADT policy, which will allow gay and lesbian Service members to serve OPENLY in the military WITHOUT risk of separation due to their sexual orientation.

Although DADT is now repealed, implementation of the repeal has not yet taken place. All military services will still maintain their high standards of conduct. The same standards of conduct, decorum and appearance will apply to ALL Service members, regardless of sexual orientation.

Please select the answer that BEST applies for the questions below.

1. How familiar are you with the DADT policy toward homosexuals serving in the military (US Code, Title 10 Section 654)?

- Very familiar
- Somewhat familiar
- Not familiar at all

2. Gays and lesbians should be accepted in our society.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

3. Homosexuals and heterosexuals should have equal rights.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

4. Gays and lesbians should be allowed to serve openly in the U.S. military.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

5. If gays were allowed to serve openly in the military, would you be any more interested or less interested in serving in the military?

- More Interested
- Less Interested
- No effect / I have no interest

6. If gays were allowed to serve openly in the military, would your family approve or disapprove of the change in policy?

- Approve
- Disapprove
- Neither Approve nor Disapprove

7. I feel uncomfortable in the presence of homosexuals and have difficulty interacting normally with them.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

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8. Allowing gays and lesbians to serve openly in the military INCREASES the overall effectiveness of the armed forces.

Strongly Agree | Agree | Disagree | Strongly Disagree

9. Acceptance of open homosexuals in the military sends the WRONG message to the rest of society.

Strongly Agree | Agree | Disagree | Strongly Disagree

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4. Background Information

This portion of the questionnaire asks questions regarding your background.

1. I believe that my opinions are important and that I CAN actually make a difference.

Strongly Agree | Agree | Disagree | Strongly Disagree

2. In general (NOT particularly regarding just the military), how strong is the influence of the following factors on you and your decisions?

Please RANK the factors below from 6 = STRONGEST to 1 = WEAKEST.
(Only ONE factor per number)

	6 – Strongest	5	4	3	2	1 – Weakest
Parents and Family						
Media						
New Technology						
Changes in the Economy						
Higher Education						
Other						

* Other (please specify)

3. Are you Male or Female?

Male | Female

4. Are you a citizen of the United States?

Yes | No

5. What is your marital status?

Married | Legally separated | Divorced | Widowed | Single

6. Are you Spanish/Hispanic/Latino?

Yes: Mexican-American, Mexican, Chicano, Puerto Rican, Cuban, Central or South American, or other Spanish/Hispanic/Latino | No

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7. What is your ethnic background? (Mark ONE)

- ☐ White
- ☐ Black or African-American
- ☐ Asian-American, Asian-Indian, Chinese, Filipino, Japanese, Korean, Vietnamese or other Southeast Asian
- ☐ Native-American, American Indian or Alaska Native
- ☐ Native Hawaiian, Samoan, Guamanian, Chamorro or other Pacific Islander
- ☐ Other

8. This class is:

- ○ a requirement for my degree program
- ○ an elective class

* Intended Degree

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5. Conclusion

Thank you for your time in completing this survey.

1. If you would like to share other thoughts and opinions about the military, "Don't Ask, Don't Tell," or other topics addressed in the questionnaire, please use the space below. Please be brief. (No more than 1 or 2 sentences.) Thank you for participating!

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